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ABSTRACT

The Labor Education Achievement Program (LEAP) exceeded its recruitment and enrollment goal for April 1990 to June 1991. The number of union workers receiving services was 697 in 59 classes at 20 sites. Recruitment success was made possible by the use of the communication networks of the Baltimore AFL-CIO Metropolitan Council of Unions and public service announcements. The instructional design for individual classes at various sites was flexible and related to the literacy analysis and needs identified jointly by the project and the local union and management representatives. The project also piloted a computer learning center. Participant support included child care stipends, transportation support, and informal counseling, support, and advocacy. Curriculum guides were developed in food-related industries and health-related occupations. Workplace-specific, competency-based literacy instruction was provided. Retention rates varied from site to site, from a high of 100 percent to a low of 47 percent with a program average of 67 percent. (Appendixes include the following: an evaluation that reports strong collaboration, accessible instruction, and well-established support services as project strengths and measurement of job retention, performance, and advancement as areas needing improvement; media coverage; sample evaluation activities; sample marketing and promotions; recognition ceremony and student awards; and dissemination activities.) (YLB)

ED353364

FINAL PROJECT REPORT

PROJECT LEAP: THE LABOR EDUCATION ACHIEVEMENT PROGRAM

A PROGRAM TO IMPROVE THE LITERACY LEVEL AND PRODUCTIVITY OF THE WORKFORCE

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Between the
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and the
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Final Performance Report

LEAP

The Labor Education Achievement Program

April 1, 1990 - June 30, 1991

Patricia L. Bennett
Project Director

Grant Award No. V198A00008

FINAL PERFORMANCE REPORT
The Labor Education Achievement Program
April 1, 1990 - June 30, 1991

Comparison of Actual Accomplishments and Objectives

Objective 1: *Recruit and enroll no less than 600 Union workers in 45 classes at 35 sites.*

The project for the third time exceeded the recruitment and enrollment goal. The number of union workers receiving services was 697. The project exceeded the goal by 16%. This was possible because of the close partnership with the Baltimore AFL-CIO Metropolitan Council of Unions and their success in using the Union communication networks. The project peer counselor's ability to encourage learners and her sensitivity to the needs of potential students were also assets in recruiting and placing students in classes. The peer counselor worked the floor in the plants and companies along with the local union representatives to personally publicize the program and have one on one conversations with potential students. This very personalized approach in the company was highly effective.

The project also used Public Services Announcements featuring the Mayor of Baltimore on WBAL, an affiliate of CBS, to promote the program to union workers. In addition, payroll stuffers such as those for all Baltimore City municipal employees and articles in company newsletters were useful recruiting tools.

More classes were held than projected -- 59 were conducted instead of 45 to accommodate the number of learners. Classes were conducted at slightly fewer sites -- 20 instead of 35 -- to bring the management of the project into a more reasonable scope. The reduction in the number of sites has not had a negative impact on enrollment. This sites have been modified from previous years to address learner and teacher concerns about safety, parking, access to public transportation, and access to computer technology.

Objective 2: *Offer 96 hours of instruction.*

The instructional design for individual classes at various sites was flexible and related to the literacy analysis and the needs identified jointly by the project and the local union and management representatives. The most frequent design was 96 hours of instruction offered in two blocks of 48 hours each. Over the life of the project, this has been the most frequently successful in retaining learners and providing sufficient instruction to have impact on the instructional objectives. A few classes, such as a communication skills class designed to address the specific needs of nurses aides and non-medical personnel in a large urban nursing home, had less than 48 hours of instruction. The hours of instruction were related in all cases to the specific identified needs of the learners and company.

In the following grant cycle, the average instructional hours were extended to 60 per cycle or 120 per year as a result of feedback from the instructors, learners, instructional coordinators, and the External Evaluator.

Objective 3: *Develop a computer based literacy learning center and provide instruction to 75-100 students.*

The initial concept for this objective was to place a computer based learning center in a Union Hall. As this objective was developed, problems with space, security, and site access were identified that precluded placing a learning center in a Union Hall. After reviewing the options, the partners decided to explore using a learning site with existing computers in the metropolitan area and piloting the use of laptop computers in the rural areas.

An existing adult literacy center in Baltimore City, which was established with funds from Cal Ripken of the Baltimore Orioles, was not in use during the evenings. The project obtained the use of the Cal Ripken Center as a learning center for Project LEAP two evenings a week during the Winter and Spring. The Center was already equipped with thirteen microcomputers and extensive software.

During the Winter and Spring, the project piloted the use of a microcomputer learning laboratory with workplace literacy learners. The learners were primarily Baltimore City municipal employers who were employed in departments throughout the city and came to the centrally located Ripken Center for instruction.

The development of this component of the project was an important learning experience. When the project advertised that computer assisted instruction would be available at the site, the number of workers who requested services exceeded the site capacity tremendously. The project had to offer twice the planned number of classes and developed a waiting list of over 100 workers. For many workers it was more acceptable to consider themselves as learning about the computer than learning literacy skills. This made recruitment for the classes much less difficult.

For workers whose jobs are being changed to using computer assisted technology, the opportunity to become more familiar with the computer as a tool in the safe and confidential learning environment of the classroom was a big incentive to overcome their fear of enrolling in class. Many Baltimore City employees were also concerned about the city budget crisis and potential layoffs. They felt that if they were confident enough to try using a computer, it would be an advantage in retaining their jobs.

Thus, the by-products of a computer learning center for workplace literacy were increased learner recruitment and enrollment, increased learner self-esteem, a benefit in ability to cope with changing technology in the workplace, and enhanced potential to retain employment.

Another of the challenges in operating the site was the instructional design. The design that was eventually most successful was a team teaching approach between the classroom instructor and the computer laboratory technician. The partners and instructors at the site met several times to adjust the design to meet individual student needs and to obtain an optimum integration of the traditional classroom and computer assisted laboratory design in a work based education program.

The Center was in operation for four hours per week instead of the 30 which were originally projected. There was a deliberate decision on the part of the Partners to try to work out any problems in the operation before the hours were expanded.

We had become aware as soon as recruitment began that we would have to do some major adjustments. In spite of re-designing the computer based literacy center approach and only having it in operation for half of the project period, more than half of the proposed number of learners was served. A total of 42 students or 56% of the minimum proposed learners was served. The site had one of the highest retention rates of the project. In addition, the knowledge and experience gained assisted LEAP in designing and implementing options for computer assisted instruction at the majority of its project sites in the following grant period.

In addition to piloting the computer learning center in Baltimore City, the project also purchased 5 computers to use in one of the rural counties. In some of the rural jurisdictions, companies had fewer employees and it wasn't possible to develop a class with enough learners to make it cost effective to provide services. The project piloted the use of computer assisted instruction to make the program accessible to small work sites. At English American Tailoring, a small garment manufacturing company, the project conducted three classes on different shifts. Each class had seven learners and a total of 21 workers met for two hours a week for twelve weeks - a total of 24 hours of instruction. The instructor met with the learners during class time. The computers remained at the site and students had access to them throughout the week. The computer assisted instruction provided a supplement to the 24 hours of classroom instruction with instructors directing learners' assignments and tracking their performance through the computer management system.

This model was successful in delivering services in an area which had previously been unserved. Feedback from the learners and staff have helped the project to make refinements in this model which are being implemented in the new funding cycle.

Objective 4: *Provide Participant Support*

Child care stipends were made available to all learners. Bus tokens were made available to learners with access to bus transportation in the Baltimore City area. Learners were advised about these options during recruitment and at enrollment. Follow up surveys from learners indicated that this was extremely valuable in removing barriers to participation. Twenty-two (22%) percent or 189 participants received assistance with transportation. Fourteen (14%) per cent or 119 received assistance with child care.

One of the continuing challenges in the project is how to provide transportation support in areas without public transportation. This is a critical need, especially in the rural areas and one that the project continues to work on.

Although the project originally proposed the AFL-CIO Project Coordinator would provide job and academic counseling monthly for LEAP learners, this was unrealistic in light of the management and coordination activities necessary to operate the project. Instead, the Peer Counselor made regular visits to the classroom sites to provide informal counseling, support and advocacy. The AFL-CIO Project Coordinator, who is a social worker, did extensive counseling and referral on a one on one as needed.

Through the AFL-CIO Partner, learners with special needs were referred to the Community Services arm of the AFL-CIO to address special problems which could present a barrier to participation.

As a result of committed project resources, the project was not able to institute routine diagnostic services for students suspected of learning disabilities. However, during staff development, instructors were advised of options within the community to obtain this service for students. Instructors were also advised of intensive staff development opportunities to increase their knowledge and skill in meeting the needs of learners with learning disabilities. At one site, a learner with very critical special learning needs is being tutored by the site coordinator.

Although some volunteers were placed in the classrooms to assist, this was not a systematic or intensive approach at most sites. In one plant, Eastalco, an aluminum manufacturing company, the project recruited co-workers, trained them through the local Literacy Council, and connected them with LEAP learners. This was highly successful and tutor-learner matches continued their tutoring after the classes ended. The project is working toward making this type of assistance available at more sites in the following grant period.

Objective 5: *Develop Dissemination Curriculum resource packets.*

The project proposed to develop three curriculum guides -- Port, Health and Government occupations. Since there were extended contract negotiations which prevented port labor and management attention to workplace literacy, the partners decided to substitute a guide in Food related industries since many of the learners were involved in this industry. A curriculum guide in Health related occupations was also developed. Copies of these guides are included in this report.

Work was begun on a guide for the government and municipal industries. The union partner requested the removal of the consultant after most of the research for the development was completed. Since this occurred well into the project period, it was not possible to secure a new consultant through the state process within the original project period. The project partners are exploring mechanisms to try to complete this project activity.

Curriculum Resource Guides developed in the previous project for the garment, manufacturing, and union were copied and provided to each site coordinator for dissemination to the instructors. Feedback on the use of the guides was solicited from the field. The feedback indicates that the shelf life and usefulness of these materials is limited. The needs at each site are unique to the industry and the learners in a particular class. Instructors feel that it would be more useful to focus on how to adapt what is available at the site rather than to provide an industry guide. The guides were generally more useful as examples although some teachers did use sections as a basis for lessons.

The External Evaluator has recommended that future efforts minimize the focus on the development of curriculum resource guides and, instead, expand the resource center and staff development for teachers. The project is implementing these recommendations currently.

Objective 6: *Provide workplace specific, competency-based literacy instruction.*

A compentecy-based approach to instruction was used. Maryland's adult basic education program, the Maryland Adult Performance Program, was the framework for developing the LEAP instructional program. A competency-based pre and post assessment, that was developed in the first LEAP program and later validated and published by the Comprehensive Adult Student Assessment System (CASAS), was used in the project. The workplace instructional design emphasized competencies in workplace skills as identified by participating employers and union representatives during the initial literacy analysis.

Site visitations were conducted frequently by project staff from the AFL-CIO and MSDE to verify the implementation of competency-based workplace literacy materials. The timely and cost effective development of competency-based workplace specific materials continues to be one of the greatest challenges in workplace literacy. Although some class sites were very successful in this area, others were more uneven in achieving this consistently. The project is continuing to work on strategies for achieving this standard at a consistently excellent level.

A library of workplace instructional materials was maintained at the MSDE and was available for review. In addition, the project staff sent specific materials to field staff for review and field testing. Materials from other workplace literacy demonstration projects were obtained and disseminated to the coordinators to assist in meeting the need for competency-based and industry specific materials. An example is the Craft Math curriculum which was developed by the Homebuilders Institute project and disseminated and field tested in the LEAP project with apprenticeship trainees in plumbing.

Staff development was conducted specifically for instructors on two occasions. Agendas and evaluations were reviewed by the External Evaluator. The project found that training for coordinators and instructors were critical elements in the implementation of the project. A needs assessment and informal site visits indicate this is the most critical element in conducting a project across industries and at multiple sites. In addition to workshops developed specifically for LEAP instructors and coordinators, several other extensive training opportunities in workplace literacy were offered.

Learner surveys indicate an overall satisfaction with materials for the class.

Objective 7: *Retain 75% of enrolled learners.*

Retention rates varied from site to sire from a high of 100% to a low of 47% with a program average of 67%. While this is higher than the national average for adult education, it is lower than the project goal. The project surveyed learners, instructors, and site coordinators/program supervisors to identify critical factors affecting retention. Uniformly, retention was higher when classes were held at the work site. Retention rates were higher outside of Baltimore City. Feedback indicates some work related factors such as overtime assignments and layoffs, some personal factors such as transportation, death in the family, and some program factors such as safety and convenience of class site and teacher assignment could negatively affect retention. The project has attempted to minimize the impact of known impediments to learner retention including reassignment of teachers, additional staff development, change of class site, management or union support with internal company issues, and a strong emphasis on work site classes.

Objective 8: *Increase ability level of learners*

Learners were enrolled with pre test assessments using the CASAS (Comprehensive Adult Student Assessment System) to establish basic skill levels and instructional needs. Learners who remained throughout the instructional cycle were post tested on the CASAS instruments at most sites. Although this was the primary system used to document learner gains, it was not uniformly implemented at all sites since some sites had very specific workplace goals which could not be addressed by the CASAS System. Instructors used a variety of other assessment techniques to document an increase in learner ability level. These included demonstration of the application of specific basic skills such as calculating the piecework rate in a garment manufacturing company or writing a safety incident report. It also included student portfolios, pre and post test of specific skills, and in the computer assisted learning center the tracking of student skill mastery on the computer management system.

Anecdotal accounts of learner gains from learners, management and the union was extensive. See the External Evaluation Report for more discussion of learner gains and the appendix for specific examples such as Diane Feaster, LEAP Student of the year, and Herb Dunstan.

Objective 9: *Assist 75 learners in earning a high school diploma.*

Although many LEAP learners received instruction to assist them toward their personal or company required goal of obtaining a GED, the existing data base limitations within the state do not allow confirmation of the number of learners who achieved this objective. GED recipients' confidentiality is protected under State statue and only learners who contacted their instructors to provide feedback could be tracked.

Objective 10: *Assist participants to recognize and seek career and job advancement.*

Although this was not a major project objective, a number of companies indicated during the literacy analysis that they were interested in enabling existing veteran workers to qualify for certification, and thus for job retention or pay increases, based on increasing the basic skills workers needed to pass certifying exams. In addition, classes at one site were targeted to a group of apprenticeship training candidates to assist them in qualifying for acceptance into apprenticeship classes. Many employers expressed that they would rather invest in the re-tooling of existing workers than experience the cost of recruiting, hiring, and training new workers. For one health care institution, their motivation to participate in the project was a 300% turnover rate.

Surveys as well as anecdotal responses indicate that this objective was achieved. Further discussion of this objective can be found in the External Evaluation Report.

Instructors were extremely sensitive to the personal goals of learners which at times included moving out of their current jobs to higher paying jobs. Instructors addressed these needs especially through using the existing company system for job posting, application process, etc. as the basis for lessons on basic skill application.

Objective 11: *Increase job productivity and worker morale.*

The project partners decided to not institute a formal tracking of job productivity as a result of union concerns about worker confidentiality. All learners in the project were voluntary and many expressed apprehension about management actions if their specific skill levels were identified. Workers at some sites even requested classes off the work site because of concerns for confidentially.

It has been very difficult to obtain extensive data to confirm this objective. Primarily the data has come from feedback on follow up surveys of learners, union contacts or management representatives. There is anecdotal evidence of increased job satisfaction from both learners, Union and management.

As recommended by the External Evaluator, the project will continue to explore systems to gather more data on this dimension especially though the union partner while maintaining worker confidentiality.

Objective 12: *Increase skills and educational opportunities for workers.*

The project was unable to gather specific data on this objective. The project participants were all voluntary and self-referred. Participants were extremely concerned about confidentiality. This trust was essential in establishing programs and recruiting learners. As a result, it was not possible to access employer records about individual learners' enrollment in subsequent post secondary or apprenticeship programs without violating the learner confidentiality.

It is possible to make inferences about the success in achieving this objective from looking at a program on which we have some data. One program was targeted specifically to learners unable to meet the basic reading and math skills requirement to enter an apprenticeship in the plumbers' union. A follow up evaluation survey with the union Training Director did indicate that in the aggregate "Supervisors of the apprentices who participated in the project indicate they are making satisfactory progress in the on-the-job training phase". Their attendance was also noted to be "extremely favorable".

The project is currently working with an external evaluator on a follow up of all LEAP students from the first two grant funding cycles to answer this question and to identify any longer term productivity or career advancement gains from the project.

Schedule of Accomplishments and Target Dates

All project activities and the schedule of completion are listed below. There was some slippage -- primarily in two project activities. These two activities and reasons for slippage are discussed above in detail under **Objective 3** - Computer Learning Center and **Objective 5** - Curriculum Resource Packets.

- A Project Director and a Project Coordinator for MSDE were hired shortly after the project started. Additional instructional staff were hired by local agencies, as needed throughout the program.

- Employer interest was determined through union contacts and continued throughout the project period.

- The Advisory Council continued to meet monthly with the addition of new members.
- Additional employers were recruited to participate in the project throughout the cycle.
- Worker interest was determined throughout the program by worker surveys.
- Students were identified by self-referral and enrollment exceeded established goals.
- Class sites were determined with worksites as the priority throughout the project. Sites were established in six of the seven jurisdictions in the catchment area.
- Roles and responsibilities for each partner and project staff were reviewed and established at the beginning of the grant period. Policies and procedures were reviewed and modified when necessary throughout the project. These were reviewed with all project staff.
- Briefings for administrators were conducted throughout the program.
- Literacy audits were conducted at the majority of work sites.
- Instructor training was provided in two workshops.
- Curriculum resource packets, tailored to the workplace, in the previous funding cycle were disseminated to education coordinators and instructors.
- Additional curriculum resource guides for the Food and Health industries were developed over the course of the project. .The guide for government and municipal workers was researched but not completed after the consultant was released from the project at the request of the Union partner. This activity is described above in greater detail.
- Materials for instruction including assessment were delivered by state and local staff throughout the project. The program operated throughout the entire project period including the summer.
- The Computer Learning Center was developed and classes conducted during the second half of the project. As a result of problems in obtaining a suitable union site, the implementation of this activity was delayed. The object was re-designed and a Technical Advisory Team was no longer necessary. A more detailed description of this activity is described above. Hardware was purchased to also pilot the use of laptop computers in delivery of rural workplace literacy. A lab assistant was hired for the Baltimore City Computer Learning Center.
- The program operated throughout the entire project period including the summer.

- The program was both formatively and summatively evaluated. An external evaluator was contracted.

- Planning was conducted throughout the project for additional future funding including a successful application for a third cycle of funding as a federal demonstration project. As a result of this activity, the project also obtained additional funds through a United Way of Central Maryland grant to provide services to union workers in organizations not eligible for LEAP services. This included workers at two federal agencies.

Direct Services to Individuals

Almost 700 workers participated in the program. Sixty-eight percent (470) successfully completed the program. All students had the option to re-enroll in the program for a second cycle of classes. Both external evaluation and a class survey indicated that students were on the whole pleased with the instruction and felt that the classes would very much impact on helping them to improve their job performance. The majority also felt the classes would help them become eligible for promotion. Many obtained their GED, which was a frequent personal goal. Math, reading, and communication skills also improved. Some workers were promoted as a result of improving their skills.

Dissemination

Dissemination of project learnings and materials have included conference presentations, television documentaries, newspaper and newsletter articles, a project video tape, dissemination of curriculum resource guides, and the final project report.

Since fiscal constraints within the project and state policy have been barriers to presentations at national conferences, all dissemination has been at in-state conferences.

Leap staff participated on the program for five state conferences including:

- Annual Job Services and Employer Committee Conference: "Strategies for Survival in Hard Times"

- The Literacy Exchange: "Workplace Education"

- Literacy Works Professional Development Institute

- Baltimore Area Labor Management Committee: "Negotiation Issues 1991: A Crisis of Competence"

- Maryland Association for Adult, Community and Continuing Education Spring Conference: "Framing the Future"

The combined audiences for the presentations was over 500 people - primarily employers, labor leaders, and educators.

The program received extensive media coverage from both print and electronic media. Samples of some articles are included in the appendix. In addition, CBS affiliate Channel 11 aired Public Service Announcements about the project

featuring Mayor Schmoke of Baltimore. The project was featured on a local television show on education. In addition, the project was a prominent segment in a special feature filmed by the local Public Broadcasting Station as part of a two hour program on education -- "Making the Grade". this program has been aired on several occasions.

A nine minute promotional video tape, produced and donated through a partnership with Channel 11, has been copied and distributed throughout the State. It has been shown extensively to a wide variety of groups and organizations throughout the State.

Curriculum resource guides developed during the first project cycle were copied and disseminated to all the education coordinators and teachers in the project with requests for feedback on their effectiveness and utilization.

Curriculum resource guides developed in this project are being reproduced for dissemination. They will also be disseminated through all education coordinators for the project for use by the instructors. In addition, copies of the guides are being placed in the ERIC Systems and the Maryland Literacy Dissemination Center of the Maryland State Department of Education. Copies of the resource guides are also included in the appendix.

The project also participated extensively in a study of national workplace literacy demonstration projects conducted by Pelavin Associates, Inc. under a contract with the U.S. Department of Education. The project, it's activities, and outcomes are presented in the widely distributed publication that presented Pelavin's findings.

Evaluation

Formative evaluation was conducted by the Partners at biweekly partners meetings and monthly meetings of the advisory council which was attended by project staff, by union representatives and local education coordinators. Regular site visits were conducted by MSDE and AFL-CIO project staff to evaluate program effectiveness. This ongoing evaluation allowed the project to adjust and modify goals, objectives, and program activities to ensure project success. In addition, some formal assessments were conducted. Specifically, a survey of students was conducted, teacher training was evaluated, and a union representative/company contact survey was conducted.

An external evaluation was also conducted including site visits, interviews, records and document review, and surveys. A copy of the external evaluation is included with this report.

Key Personnel

There were no changes in key personnel although, as mentioned above, both the Project Director and the MSDE Project Coordinator joined the project shortly after it had started.

The External Evaluator was contracted after the project began. The vitae for the evaluator is included in the appendix.

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APPENDIX

REPORT BY

EXTERNAL EVALUATOR

EVALUATION REPORT

LABOR EDUCATION ACHIEVEMENT PROJECT

FY '91 - '92

MARYLAND STATE DEPARTMENT OF EDUCATION

Submitted by:

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12 Sawmill Road
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Dated: November 1991

Executive Summary

This summative evaluation reports the degree to which goals and objectives have been met over the course of the LEAP project. The project was a federally-funded workplace literacy program collaboratively administered by the Maryland State Department of Education (MSDE) and the Metropolitan Baltimore Council of AFL-CIO Unions.

The goals of the project included the increase in functional and basic skills of workers in order to make them more effective on the job; the increase of English language ability of non-native English speaking workers; and the increase in the number of workers attaining high school completion credentials.

This report identifies objectives and standards; identifies procedures used to verify data, discusses the findings, provides an evaluation statement, and proposes recommendations for improvement.

Generally, the project's strengths included a well defined need, strong collaborative efforts of the partners, staff development identified and focused by student needs, accessible instruction, well established support services for students, instructional delivery systems based on the individual educational needs of adults and a genuine agreement between partners to focus on the successful completion of the project.

Areas needing improvement centered on the need to produce additional data to show improvements with productivity, increased relationships between skills taught and actual job tasks and improved efforts to measure issues such as job retention, performance and advancement.

Overall, the findings indicate a high degree of success in meeting the established goals and objectives. Recommendations and suggestions are made regarding the modification needed for improvement.

OBJECTIVES AND MEASUREMENT STANDARDS ESTABLISHED TO OBTAIN GOALS

OBJECTIVE - 1:	Recruit and enroll no less than 600 union workers or dislocated workers.
Standard:	Counts verify 45 classes at 35 sites.
Procedure/Evidence:	Actual participant enrollment and attendance records were examined. Number counts were verified by MSDE and AFL/CIO personnel. Figures reflect enrollment as of July 1991.
Findings:	As of July 1991, 842 adults were enrolled in 59 classes at 20 sites throughout Maryland. Few dislocated workers were included in the participant count.
Evaluation:	Results indicate that the standard established for this objective was met and in fact exceeded enrollment projections by over 200 participants. Less than 10 percent of the total current number of participants were originally enrolled in the first year of the Labor Education Achievement Project (LEAP).
Recommendations:	Exclude dislocated workers from the main goal. Use as a standard if this population is important to serve.

OBJECTIVE - 2: Offer 96 hours of instruction.

Standard: Class schedules verify.

Procedure/Evidence: Site visitations of classes and information gathered through official records of attendance were examined. Staff from MSDE and AFL/CIO verified documentation obtained.

Findings: Most sites operated on a two-cycle semester basis which provided 48 hours of instruction or a total of 96 hours for the project year. While some projects included approximately four to six hours for orientation and assessment, these hours were assumed to be contact hours with participants and, as such, included as instructional hours. The objective actually overstates the actual number of hours for instruction. When both orientation and assessment are excluded, the average instructional hours are approximately 90 for the total project year.

Evaluation: Most sites afforded contact/instructional hours equaling 96 hours for the total project. It was evident that a number of sites offered in excess of 96 hours, and a few sites offered less. The objective was met.

Recommendations: Build into the project at least two contact sessions (4 hours) with participants for orientation, assessment and counseling prior to counting instructional hours. The positive effects on students and staff are important to the future success of such projects. It would provide expanded opportunities for both individual and group counseling which should prove to be beneficial to all involved. Making careful assessments of adult needs and abilities is important and should be shared with staff members and students early on in the project. Additionally, early assessment and orientation allows instructors time to plan a course of action based on the individual needs and abilities of the students. The same is true at the conclusion of the project where post assessment should occur. Build enough time to evaluate the post results of the project and to share these results with staff. Provide some time for program instructors to meet with workplace supervisors for the purpose of establishing objectives and a system of feedback to both parties.

It appears that additional hours should be added to the project. A reasonable number of instructional hours of 100 and four to six additional hours for orientation, assessment and counseling should be incorporated in the project design.

OBJECTIVE - 3: Develop a computer-based literacy learning center and provide instruction to 75-100 students.

Standards:

a) Seven Computers;
b) Convenient location;
c) Secure;
d) Three or more software packages;
e) Word Processing Software;
f) Operation for 30 hours per week--3 p.m. to 9 p.m., Monday to Friday; and
g) Evaluation by technical team.

Procedure/Evidence: A site visit was conducted and information was obtained from personnel at the Center, staff from MSDE and student interviews and observations. A review of the instructional resources was also conducted. Individual interviews were held with instructional staff and students.

Findings: The Center was established and, in fact, met the standards identified by "a," "b," "c," "d," and "e." Standard "a" (7 computers) was met and exceeded the number of computers by an additional six computers. Standard "f" was not met. The hours of operation were offered on Mondays and Wednesdays from approximately 4:45 to 7:00 p.m. However, the Center only operated during the second half of the project year as well as offering only four hours per week instead of 30 hours per week. 42 students were enrolled with a retention rate of 61 percent.

Collaborative efforts were reported by the instructors for basic skills and computers. Computer programs were used to reinforce basic skills instruction. Additionally, students focusing on gaining knowledge in language skills were also reinforced with basic skills instruction in reading, writing, grammar, punctuation and spelling. A portion of the students enrolled elected to work on computers only during the second two hours of instruction offered weekly. Most students were genuinely enthusiastic regarding the set-up of having instruction in a classroom setting and in the computer lab. They expounded the virtues of increased self-esteem and indicated positive effects on their family members as well. All but 6 of the adults enrolled had obtained their high school diplomas. However, it was evident that a number needed instruction in basic skills. Personnel from the Center had a systematic, formative, evaluation process which included corrective action as needed. No report was evident from a technical advisory team as stated in standard "g" of the objective.

OBJECTIVE - 3 (Continued)

Evaluation:

While the Center was established in a well-organized, efficient manner of operation, it did not enroll the stated number of students assigned to this objective. If one could assume that this occurred because of the reduction in operating hours (only one semester), the enrollment projection for a full year would have met the enrollment projections. The fact remains that the established goal was not accomplished. This site offered promising approaches to adult-learning delivery systems. It should be further studied by MSDE and AFL/CIO representatives.

Recommendations:

Continue formative evaluations on a regular basis.

Expand the operating hours of the Center and increase the number of adults enrolled.

Establish a screening process for entering students to ensure a better mix of more adults in need of basic skills in addition to adults with high school completed.

Cooperative efforts between instruction for language skills reinforced through computer-assisted instruction and basic skills offered in the instructional classroom should be continued.

OBJECTIVE - 4: Provide participant support.

Standards:

a) Declaration of need forms, fiscal records, audit reports for child care/transportation;
b) Job and counseling at regular monthly meetings; and
c) Count of fellow workers assisting as tutors, peer counselors, buddy/cheerleaders.

Procedure/Evidence: Review of Declarations of need forms and verification from AFL/CIO representatives and student interviews. Individual site instructors sign forms regularly assuring student participation.

Findings:

Twenty-two percent or 189 participants enrolled in the project received transportation assistance, while 119 or 14 percent received child care support.

Job Counseling was not reported at regular monthly meetings as indicted in standard "b" but was provided to a small number of adults on an as-needed basis throughout the project. While students collaborated and assisted each other, only a few volunteers were incorporated into the project as a regular on-going component.

Counseling by LEAP staff was more widespread at the individual learning sites. Most programs did not individually, diagnostically assess students suspected of having learning problems such as dyslexia disability.

Media support was evident and appeared to be effective in the area of recruitment which surpassed the established target number of adults enrolled in the project.

Staff members from the AFL/CIO, MSDE, employers and instructional staff each reported going the extra mile to provide support beyond that stated in the objective. It was evident that the partners had established systems beyond those reported to add additional support to the operation of the project. A few of the efforts included: adjusted work schedules and hours for employees, shortened work hours, additional staff and added responsibilities to meet counseling demands of adults and added instructional time without cost to the project.

OBJECTIVE - 4: (Continued)

Evaluation: Support systems were well established throughout the course of the project. While job counseling was not conducted monthly, it was provided on an as-needed basis. Peer tutoring/counseling was not in evidence other than the support provided by other students enrolled in the project. Students identified the aid for transportation and child care as essential elements of their decision to attend classes. It was an integral component of the project for a number of adult participants.

Recommendations: Due to the large amount of participants taking advantage of child care and/or transportation tokens (189 transportation and 119 child care), this aspect of the program should be expanded. It was noted that participants who were attending class but not located near public transportation experienced problems with regular attendance. Other forms of transportation aid should be considered for future projects.

OBJECTIVE - 5: Disseminate curriculum guides and learning packets

Standards:

a) Garment, general manufacturing and health available to instructors;
b) Training in their use in two to three staff development sessions;
c) Guides in port, health and government development field tested, revised; and
d) Guides are used when appropriate.

Procedure/Evidence: Curriculum guides were submitted by staff members from MSDE.

Findings: Curriculum guides in garment, manufacturing and the labor movement were developed and distributed to all program sites for use as appropriate. Guides in health care and food service have been developed, and plans to distribute to program supervisors are underway.

The curriculum guide for the port was not developed since the industry experienced a strike during the project year.

The guide for government development is underway but not completed.

Evaluation: Guides that have been developed were used in training sessions where appropriate. One of the guides in standard "c" was completed. One additional guide (dietary and food service) was substituted for the guide for ports. Generally speaking, the majority of the established standards were met.

Recommendations: While guides are helpful to specific industries, they are outdated quickly due to advanced technology. Efforts by the MSDE and unions could better serve program sites by expanding their resource center. This would better serve the diversity of program sites rather than a specific industry. Prepared guides were not the primary tool used by instructors at most program sites.

Money, time and development efforts could be used more efficiently if staff expanded the collection of instructional materials including software and offered this service to program supervisors and instructors.

The length of the project is far too short to research, develop, disseminate and evaluate guides prepared for a specific industry.

OBJECTIVE - 6: Provide workplace-specific, student-directed learning, competency-based literacy instruction.

STANDARDS:

a) Site visits verify and recommended changes are implemented;
b) Library of material maintained and available;
c) Workshop agendas and evaluation verify staff training;
d) Teacher and student survey verified satisfaction with materials; and
e) Technical assistance provided to individual instructors/LEA's.

PROCEDURE/EVIDENCE: Verification of standards was accomplished through collected resources, agendas of staff development sessions, site visitations, observations, and interviews and surveys.

FINDINGS: The project was fortunate to have individual staff members whose responsibilities were focused on the business of accomplishing the project objectives. Staff from both the MSDE and the AFL/CIO in addition to supervisors at the LEA's were available and made regular site visits. These visitations allowed corrective actions to be implemented when needed and served to provide an on-going system of technical assistance to instructors and supervisors as well as individual students participating in the program. (Standards "a" and "e").

Surveys from program supervisors indicate a general tailoring of instruction to the individual needs of the students and general goals of the individual programs. Program supervisors and instructors cited the use of time sheets, report forms and manuals used at the work site as being incorporated into the materials used for instruction.

Program instructors reported that student assessment of academic skills and employment-related skills were the basis for designing content areas of instruction. Teachers attempted to individualize instruction according to the identified needs of the students and the goals of the program.

Instructors and supervisors generally expressed a positive response to standards "b" and "d" regarding a library of materials and satisfaction with those materials. Most programs searched for and/or created their materials. A modest materials collection was available from the MSDE.

OBJECTIVE - 6: (Continued)

Findings:

Supervisors reported that in most cases they would continue to gather new materials and/or create materials if the project continued. There did not appear to be any standard model of materials used by all programs. Each program determined which instructional materials would best serve their needs. They tailored materials to the needs of students as they were determined.

Standard "C" - Workshop agendas and evaluations were well documented. Workshops were developed that addressed a variety of workplace education issues. Some addressed technology, program management, literacy instruction, project goals, curriculum areas, and accountability systems. A variety of outside consultants were engaged as well as personnel from MSDE, and other federal and state agencies. Sessions were offered around the state and at a variety of times. Workshop evaluations submitted by educators in attendance were very positive and rated on the average as outstanding and helpful in program operations.

Workshops included planning sessions and presentations from representatives of the AFL/CIO, MSDE, program supervisors and staff. Workshop offerings provided a strong base for helping individual instructors begin the process of designing workplace specific student-directed learning, competency-based literacy instruction.

EVALUATION:

Programs did not have major difficulty in identifying useful materials for instruction. Training sessions were well received. Attendance was high. Supervisors and instructors paid a great deal of attention and effort to meet the needs of students.

Most program staff attempted to relate the instruction in basis skills back to work-related tasks for the students. Some were more successful than others. Program instructors generally worked hard at making instruction relevant, especially to the jobs their students had at the time of participating in the program. How closely these attempts accomplished the goal appeared to be directly related to the knowledge, experience and background of the instructors and supervisors.

OBJECTIVE - 6: (Continued)

RECOMMENDATIONS: Continue to hire instructors and supervisors with extensive experience in adult education and workplace-related instruction. Expand the number and variety of available resources in order to save time, money and effort by individual instructors. This should be a goal for MSDE and AFL/CIO personnel. Program supervisors should submit a list of "best practices" and "best resources" used during the program year. This information could be compiled and shared during future training sessions. Create a "what works" training session. Use instructors who have experienced success in meeting individual needs as related to the workplace. Have regular meetings with site supervisors and discuss workplace-specific strategies to enhance the instructional delivery systems. Supervisors should remind instructors of the goals of the program regularly This is not a regular adult Basic Education program and as such must clearly focus on workplace-related learning.

OBJECTIVE - 7: Retain 75% of students enrolled.

Standard: Comparison of entered and withdrawn students.

Procedure/Evidence: A list of students enrolled for the two-semester cycle as produced by staff from MSDE.

Findings: When the enrollment and withdrawal results were analyzed by individual program sites, the results were as follows:

SITE	ENROLLED	PERCENT RETAINED FOR TWO CYCLES
Anne Arundel County KOP-FLEX	6	100
Baltimore City -		
Greenspring Middle	66	59
Booker T. Washington	76	56
Baltimore City Department	28	75
Hospital Workers	99	77
Huber Memorial Church	98	47
Ripken Center	42	61
Baltimore City Dept. of Trans.	11	81
Baltimore County -		
Baltimore Bldg./Construc.Trades	46	71
Levindale Nursing Home	19	73
Londontown	66	68
Social Security	8	87
Carroll County -		
English American	22	81
Joseph Bank	22	81
Cecil County -		
Blue Chip	9	100
Perry Point V.A. Hospital	29	100
Frederick County -		
East Alco	22	100
Harford County -		
Harford Co. Dept. of Highways	28	71

Total Program Sites 18

Total Students Enrolled
(Number prior to final enrollment count) 627

Total Students Retained 470

Total Percent Retained 67

OBJECTIVE - 7: (Continued)

Evaluation: While the project was extremely successful in the number of adults enrolled in the program, it fell short of the goal of 75 percent retention.

The retention figure of 67 percent is higher than the national average for adult education, but slightly lower than the goal established for this project.

Recommendations: In order to increase retention rates, the project staff needs to carefully examine differences in retention rates for program sites located away from the work site. National research has indicated improved retention rates for programming offered at the work site.

In addition, the staff should reexamine the token system for transportation and devise a system that can include adults wishing to attend but who are not located along established transportation lines.

Another possibility to improve retention is a system of counseling for adults who miss class in addition to peer telephone reminders.

OBJECTIVE - 8: Increase ability level of students

Standards:

a) Increase basic work-related competencies by 50 to 80 percent (CASAS Workplace Basic Skills pre and post test)
b) Survey of students, shop stewards, and first line supervisors

Procedure/Evidence: On-site interviews, surveys, input from program supervisors and teacher analyses.

Findings: Test data as indicated in standard (a) were not available. Therefore, judgments regarding any actual increases are based on the other indicators listed.

Some sites did not conduct formal literacy task analysis of specific job duties, skills and materials but did obtain general information regarding these issues. Students were asked about the demands of their jobs, but few formal visitations to the worksite were conducted for this purpose.

Teachers, students and program supervisors reported improvements in ability levels from the start of the project until its completion. Students mentioned new skills levels in math and communications and reported a general increased level of self-confidence.

The fact that students obtained a high school diploma is one indication of increased ability levels for some students over the course of the project.

Evaluation: Generally, participants and staff indicated that there was increased levels of ability by the majority of students. Since the methods of collecting this information was informal, it is impossible to verify data to support this goal. Pre and post-assessments were not conducted or were not available at the majority of program sites. Evaluations are based on anecdotal evidence including perceptions of students, instructors and supervisors.

Recommendations: Include in the project a small team to conduct literacy audits. The team could work one month in advance of actual classroom instruction and obtain vital information about the work-related duties of the students enrolled. The team could formally provide feedback to program staff to assure that work-related curriculum is appropriate. Functional content areas could be more easily included for instructional delivery systems.

OBJECTIVE - 8: (Continued)

Recommendations: Insist that a pre and post-test assessment be conducted by all program staff. The project partners have a responsibility to gather these data. Continue to explore alternatives to standardized assessment.

OBJECTIVE - 9: Assist 75 students to earn a high school diploma.

Standard: GED Office printout.

Procedure/Evidence: Several verifications were employed, i.e. since the GED Office printout was not available, a survey of program supervisors was used to collect data.

Findings: Data on this goal were not verifiable through either the standard or the alternate method. State officials reported that they were unable to retrieve the results of LEAP students from the list of all statewide test takers since they were not coded separately.

Program supervisors were able to identify some students who were awarded a high school diploma but were not sure they knew the final results of all students tested, nor did they know of students who may have tested after the program was completed.

Evaluation: N/A

Recommendations: Obviously, the project needs to create improved systems for tracking the results of students who take the GED test. This system should track adults for a period of two or more years after the project. Tracking adults after the program could begin to address long-term effects of the program and begin to give a clear picture of long-term results.

OBJECTIVE - 10: Assist participants to recognize and seek career and job advancement.

Standard: Offer instruction in career and job advancement.

Procedure/Evidence: Survey issued and data analyzed from program supervisors.

Findings: Program supervisors responding to the survey reported that assistance was provided to participants in order that they could both recognize and seek career and job advancement.

Supervisors reported that participants were as interested in maintaining their current job status as advancing into higher job levels. They reported practical curriculum areas offered; such as, instruction for goal setting, resume writing, and basic skills.

Participants were counseled regarding general procedures needed for advancement and were referred to multi-service community agencies. Some sites offered Career Direction Workshops for participants.

Generally, programs did not offer instruction specifically directed at career exploration or job advancement. Instead, they worked on upgrading skills in order to enhance the basic skills of participants which in theory would assist them with new career opportunities. The availability of jobs and requirements for new careers were discussed in all programs and integrated into the curricular offerings. It was not a separate set-aside for focus.

Evaluation: Assistance was provided which assisted some participants in seeking new careers and job advancement. This goal was not a focal point in any program site, but rather offered as appropriate in individual programs. Evidence of two participants was produced who changed jobs.

Recommendations: Continue to be able to offer assistance, but do not have career and job advancement as a major goal. The number of contact hours does not lend itself to this goal. Do not include as a major goal in future projects. Perhaps this could be used as a standard rather than a goal.

Create a system for tracking adult participants over a three-year period after completing the project in order to determine the number of participants who did seek and obtain career changes.

OBJECTIVE - 11:

Standard:

a) Front line supervisors track absentee records and plant production assembly records; and
b) Anecdotal evidence of increased job satisfaction.

Procedure/Evidence: N/A

Findings:

While several front line supervisors reported verbally that absenteeism had declined, morale of employees increased and production may have had positive gains. No formal records were able to be examined due to the union's opposition to its concern of confidentiality of records of individual employees.

Recommendations:

Continue to explore more stuctured, formal systems of feedback regarding this objective. Develop a system to gather information in cooperation with the union partner that is acceptable for data collection purposes, yet protects the rights of the employee.

OBJECTIVE - 12: Increase skills and educational opportunities.

Standard: Review records of students entering post-secondary and/or apprenticeship programs.

Procedure/Evidence: Formal discussions with program supervisors and instructors.

Findings: One program site did focus on apprenticeship programs and did have students enter these programs. Several other programs were aware of some students who did, in fact, enroll in programs for higher education.

Generally, instructors focused their efforts on meeting more immediate needs of individual students, knowing the limited amount of available instructional hours. It seemed more appropriate to provide reinforcement to adult students for basic skills and job-related work responsibilities. There was no formal way that instructors could identify students who, in fact, took advantage of educational opportunities.

Evaluation: All of the collaborative efforts of the partners, supervisors, instructors and program coordinators were focused on and directed toward increasing the skills and educational opportunities of the students enrolled in the LEAP project. There was no formal mechanism to identify students who selected to enroll in post secondary or apprenticeship programs.

Recommendations: The goal is very general and not appropriately related to the main focus of the instructional offerings.

Create a system of tracking students during but especially after the life of the project. Many students indicated that when the project was over they will consider other educational opportunities. The project should devise a follow-up tracking system for all participants for the purpose of identifying what happens to students after the program is completed. Often the program will provide improved skills and opportunities. Enrolled students are not likely to take advantage of these opportunities until the program is completed. Unfortunately, the project currently has no formal system to track these students and, therefore, not able to record the many successes of students over a period of time. The tracking system should be for a period of two to five years after program intervention.

VITAE FOR

EXTERNAL EVALUATOR

ROBERT R. SIMONS, Ed.D.
12 Saw Mill Road
Medford, NJ 08055
(609) 983-7177

SUMMARY: Extensive background in administration and management including experience as principal, coordinator of federal grants, assistant superintendent of schools and senior director for the New Jersey State Department of Education. Demonstrated ability in major aspects of effective schools at pre-K to grade 12. Widely recognized among peers as a strong leader whose proven innovative ideas met the identified needs of students, staff and community.

PROFESSIONAL EXPERIENCE:

NEW JERSEY STATE DEPARTMENT OF EDUCATION, Trenton, NJ (1986-1991)

Director, Division of Adult Education

Administered educational opportunities to 1.5 million New Jersey residents who lack a high school diploma. Established curriculum and staff training for basic skills, English as a second language, and secondary completion programs. Distributed $37 million in state and federal funds to 270 school districts, institutions and agencies.

Selected Accomplishments

- Increased annual budget by 28 percent 1986-1991. Expanded number of adults served by 23 percent to current level of 77,000 students annually.
- Reorganized the division of adult education and provided expanded services through staff training to 1,200 professionals annually.
- Created workplace literacy grants. Conducted literacy audits for 1,500 employees in 30 New Jersey corporations. Coordinated, funded and evaluated basic literacy educational programs.
- Directed the 1990 award-winning Youth Corps program. Recognized as exemplary by the United States Department of Education, National Diffusion Network. Dramatically increased graduation rate and successfully placed high percent in jobs.

BURLINGTON CITY SCHOOL DISTRICT, Burlington, NJ (1974-1986)

Assistant Superintendent of Schools

Administered curriculum development, staff training and evaluation for 220 teachers and administrators in a K-12 urban school district. Developed budget and negotiated contracts.

Selected Accomplishments

- Developed and implemented system of staff evaluation (teachers and administrators). Provided the leadership and direction to obtain cooperative efforts of administrators, teachers and union leaders.
- Directed curriculum development K-12, including reading K-3, science 4-6 and language arts 9-12 and mathematics.
- Organized and conducted a district-wide needs assessment. Identified needs of students, staff and community. Developed an action plan to address needs over a three-year period.
- Researched, designed and implemented a program for four-year old students and a full-day kindergarten program.
- Created a performance-based model of instruction and assessment for students in K-3.

PRIOR EXPERIENCE:

Burlington City School District, Burlington, NJ (1973-1974)
Coordinator of State and Federal Projects

Burlington City School District, Burlington, NJ (1969-1973)
Principal, Robert Stacy Elementary School

Burlington City School District, Burlington, NJ (1967-1969)
Vice Principal, Wilbur Watts Middle School

CERTIFICATIONS: Issued by the New Jersey State Department of Education

- School Administrator
- Principal
- Teacher

EDUCATION:

Ed.D., Educational Administration
Nova University, Ft. Lauderdale, FL
M.A., Educational Administration
Glassboro State College, Glassboro, NJ
B.A., Elementary Education
Glassboro State College, Glassboro, NJ
3 years Business Administration
Villanova University, Villanova, PA

MEDIA COVERAGE

C.U.B. Spirit
MSDE Bulletin
The Sunpapers
The Frederick Post
The Evening Sun
The Baltimore Afro-American
ACTWU/Challenger
MPT Magazine

LEAP HELPS IMPROVE THE CITY WORKER

LEAP, the Labor Education Achievement Program, is sponsored by the AFL-CIO and is free to CUB members and their families. LEAP provides educational services aimed at improving math and English skills, and pre-GED preparation.

This program also provides support for its participants including bus fare and grants toward child care. Mayor Kurt Schmoke is backing the program, and has allowed for release time to be given to employees so that they may attend the classes.

Class Schedule and Registration Dates:

Monday and Wednesday
4:00 - 6:00 p.m.
Huber Memorial United Church of Christ
The Alameda at 29th Street
Baltimore, MD 21218
Registration/Orientation:
Sept. 10 or Sept. 12
Sept. 17 or Sept. 19

Monday and Wednesday
6:00 - 8:00 p.m.
Greenspring Middle School
4701 Greenspring Avenue
Baltimore, MD 21209
Registration/Orientation:
Sept. 10 or Sept. 12
Sept. 17 or Sept. 19

Monday and Wednesday
4:00 - 6:00 p.m.
Hickory I Complex
Civil Defense Conference Center
2220 Ady Road, Bel Air
Registration/Orientation:
Sept. 19

Tuesday and Thursday
4:00 - 6:00 p.m.
Booker T. Washington Middle School
1301 McCulloh Street
Baltimore, MD 21217
Registration/Orientation:
Sept. 11 or Sept. 13
Sept. 18 or Sept. 20

Tuesday and Thursday
6:00 - 8:00 p.m.
Hospital Workers Local 1199E-SEIU Union Hall
1820 N. Calvert Street
Baltimore, MD 21202
Registration/Orientation:
Sept. 11 or Sept. 13
Sept 18 or Sept. 20

To Be Announced:
Baltimore County -
Social Security Administration Building (Woodlawn)

All Classes Will Begin The Week Of September 24. Classes will be hels twice a week (Monday and Wednesday or Tuesday and Thursday).

For Information: Please Call 242-1300, ask for Jean Wardenfelt.

The Project LEAP classes are sponsored by the Metropolitan Baltimore Council AFL-CIO Unions and Maryland State Department of Education.

Giving Blood is a "LABOR OF LOVE"

During the summer months blood supplies drop below the critical levels. Many people who normally give regularly to the American Red Cross are on vacation and donations drop off. The AFL-CIO, in cooperation with the American Red Cross, WBFF (FOX-45) TV, and CareFirst Health, are promoting the "Labor of Love" Blood Drive Campaign.

During the last several weeks blood drives have been held at many of our fellow unions' halls throughout the Baltimore Metropolitan Area. We encourage our members to donate at any American Red Cross Blood Drive location in the name of CUB. Remember that you never know when you or your family members may need blood. We hope that you will give blood now so that others may live.

For more information on blood donation centers and hours, call the American Red Cross at their Baltimore Chapter Headquarters, 4700 Mount Hope Drive at 764-7000.

The American Red Cross is also in need of blacks who are willing to give through hemapheresis. Hemapheresis is a process where during the donation the blood is broken down into separate blood products. These blood products are given to patients with blood diseases where the genetic background of the patient and the donor need to be similar. Blacks currently are underrepresented in the blood donor population in general and particularly in the hemapheresis program.

This is also true of the organ donor program. Statistically a very small percentage of blacks are registered as organ donors through the Department of Motor Vehicles. In selecting a suitable organ donor the most significant factor is a tissue match. The patient must wair for an organ which is a genetic match. As a result blacks wait for organ donations months longer than others waiting for a similar organ.

We encourage all our members to register as organ donors and to give blood through the "Labor of Love" Campaign.

1990 CUB Stewards Summer Workshop —

The annual training workshop for CUB stewards and officers was held Wednesday, August 22 through Friday, August 24, 1990 at the Sheraton Lancaster Golf Resort and Conference Center in Lancaster, Pennsylvania. The workshop covered a variety of subjects and provided a wealth of information to all participants. Assistant Personnel Director Sonya Drake, and Recruitment Director Isaac Clayton of the Civil Service Commission were present to conduct an extensive seminar on the operation, policies, and procedures of the CSC.

In addition, other sessions presented topics including "Introduction to the Federation of State Employees;" "The Importance of The AFL-CIO and COPE;" "Coalition Building;" "The Role of Stewards;" "Grievance Handling;" "The AFT and Human Rights;" and "The Legal Rights of Stewards."

Approximately seventy members, officers and stewards attended this workshop. All members who are running for office should realize that in order to represent your union you must actively participate in CUB s ongoing training workshops.

This summer's workshop was, as always, a huge success. These workshops increase the solidarity of our steward's, and prepare them to use all they have learned with enthusiasm in the coming months.

JUL 13 1990

Success for All Students

MSDE BULLETIN

Office of the Superintendent *July 13, 1990* *Number 9*

PARTNERSHIPS: SCHOOLS ARE EVERYONE'S BUSINESS

In business and school system boardrooms, interest is growing in cultivating and expanding a variety of partnerships and joint ventures. Business investment in schools is no longer seen as altruism but rather as a fundamental economic necessity. A recent national survey asked 130 major firms to list their top concerns. Education ranked first by a wide margin.

In Maryland, education and our schools are everyone's business, with state and local education agencies encouraging and seeking public-private sector partnerships. Businesses can assist schools with resources, facilities, and expertise, and can actively support school programs and reform initiatives.

MSDE has a national reputation for leadership in the area of educational volunteerism and business collaboration. The agency has underscored its commitment to partnerships by establishing a partnerships unit in the Office of Public Information, Partnerships, and Marketing. This partnership unit is instrumental in coordinating services and programs and in referring private sector resources to MSDE staff and their LEA contacts. The MSDE partnership unit also provides help with fundraising efforts and partnership proposals. In addition, a State technical assistance team is available for partnership development and presentations and includes local partnership directors, supervisors of volunteer programs, and business representatives

For more information, see **PARTNERSHIPS: A SAMPLER** on the next page and/or contact Darla Strouse (333-2211).

DEPARTMENT RECEIVES CARNEGIE GRANT

The Maryland State Department of Education has received a $60,000 first year installment on a Carnegie Corporation Middle Grade Schools State Policy Initiative grant for a three-year middle learning years project. The grant is being administered through the Division of Instruction. The Maryland proposal for funding focused on reinforcing and linking the Department's major educational thrusts, including interagency coordination of comprehensive support services to children, youth and families, and the Maryland School Performance Program. The grant's initial goal is to develop school-based change models for middle schools for statewide replication. For further information, contact Toni Favazza, project director (333-2360).

VACATION SCHEDULE FOR THE MSDE BULLETIN

The July 20 MSDE Bulletin will highlight correctional education and the July meeting of the State Board of Education. The Bulletin will not be published on July 27 and August 3 to allow a brief respite for staff. A similar two-week vacation is also scheduled for mid-winter (December 28 and January 4).

BEST COPY AVAILABLE

PARTNERSHIPS: A SAMPLER

Business/education partnerships are expanding educational resources for students and are based on the concept that a community and its school system depend on each other for support and success. The sampler below illustrates the multi-faceted nature of partnerships.

Statewide

Project Reach Out: Maryland Public Television, ABC's WJZ-Channel 13, the United Way, and the MSDE have developed and produced a three-hour live telethon to recruit business and community volunteers for educational programs in schools and other facilities throughout Maryland. The program obtained pledges for more than 110,000 volunteer service hours for the 1990 school year.

Maryland's Tomorrow: This statewide dropout prevention program involves a partnership between the Johns Hopkins University Policy Institute, the MSDE, and all local school systems in Maryland. Substantial state funding has been allocated for basic skills remediation, mentoring, leadership training including community services projects, etc. The program involves the active participation of Private Industry Councils across the state as well as business and community groups in each county and in Baltimore City.

Regional

LEAP (Labor Education Achievement Program): MSDE is working in partnership with the Metropolitan Baltimore Council of AFL-CIO Unions and Adult Basic Education (ABE) program providers in seven jurisdictions to provide literacy services to area workers. The U.S. Department of Education has awarded $301,163 to LEAP for instructional services and materials, child care stipends, transportation, and for the development of a Literacy Learning Center. The program gives Maryland union employees an opportunity to take courses that will improve their basic skills, English language, and worker skills, and to prepare to complete high school credentials.

"Apples for Students": Giant Food's, "Apples for Students," allows public and parochial schools to trade Giant Food register receipts for free Apple Computer hardware and software. The "Apples" program operates in nine local Maryland jurisdictions, Washington, D.C., and Northern Virginia. As of June 1, 1990 over 7,000 computers, printers and disk drives, and over 500 software packages had been awarded.

"Food for Thought": Similar to the Giant "Apples" program, Safeway conducted "Food for Thought" from November 1989 through April 1990. This program provided schools with IBM computer products.

Local

Connection Resource Bank: Montgomery County's Education Connection established a computerized science and math resource bank which currently lists 2,000 individuals and groups. To date, the "Bank" has provided over 45,000 Montgomery County students with speakers, mentors, and field trips.

School-Based

Adopt-A-School: In Baltimore City, with the assistance of the Greater Baltimore Committee, most of the city's high schools have been "adopted" by companies and organizations which assist local schools by donating or loaning equipment, establishing work-study programs, providing career guidance, helping to develop curriculum materials, sponsoring field trips, providing speakers, etc.

BEST COPY AVAILABLE

End of man's 20-year quest for a high school diploma is in sight

Writing skills, confidence bloom

By John Rivera

For 20 years, a high school education was George Herbert Dunston's elusive goal.

Over those years, he began high school equivalency classes five times, but something always interfered: his family, long hours at his job, responsibilities at his church where he is a deacon.

Now, finally, Mr. Dunston is pursuing the education he has desired for so long. For the past two years he has been attending classes offered by the AFL-CIO Community Services' Project LEAP, which is partially funded by the United Way.

"It's always something that I've wanted to do, and something I've attempted to do for 20 years," Mr. Dunston said. "I'll just be one happy man if I can just get that GED [general equivalency diploma]." He thinks that he will be ready to take the test after this semester.

The 48-year-old native of Louisburg, N.C., attended school through the eighth grade but then obtained a job as a packer in a tobacco house to support his mother and himself.

Years later, he moved to Baltimore, married his wife, Hazel, and they began rearing their two children. The idea of going back to school appealed to him, but Mr. Dunston said he kept thinking, "Naw, I'll go next year."

"I guess I got cold feet. ... I just kept putting it off to next year. And before I knew it, 20 years had passed."

Mr. Dunston attends two hour classes two nights a week after work as a maintenance mechanic with the city Housing Authority. Under a mandate by Baltimore Mayor Kurt L. Schmoke, all city employees receive an hour of time off from work for each hour they spend in class.

The motivation exhibited by Mr. Dunston is typical of Project LEAP students, said program director Debra Brown Felser. "They work all day and then they come to class at night. And they're just going for it," she said.

The Labor Education and Achievement Program offers classes at four sites in the city and at various locations in Anne Arundel, Baltimore, Carroll, Cecil, Harford and Frederick counties. Classes are also given on some work sites. AFL-CIO Community Services contracts either with the local school district or community college for instructors.

The program has served 1,279 people since it started three years ago, and 450 of them are still attending classes, said Jean Wunderlich, a peer counselor with the program.

For the past two years Mr. Dunston has been attending classes offered by the AFL-CIO Community Services' Project LEAP, partially funded by the United Way.

After Mr. Dunston's first semester, his superiors said that they noticed a marked improvement in his writing skills on the work orders he submitted. He also seemed more confident and self-assured.

So without his even applying for it, Mr. Dunston was promoted to the position of chief mechanic. He served as the acting maintenance supervisor for a brief time earlier this year. His boss said a permanent supervisory position could be in his future.

"The program has given him the confidence that he really needs to do well," said Gloria Burton, housing manager for Gilmor Homes, where Mr. Dunston works. "A lot of people have supervisory skills, but writing skills are something that they lack.

"He has the capabilities to do that now. So he has really potential for career growth now. ... I would like to see him as a maintenance supervisor."

Mr. Dunston said that before he went back to school, he never would have thought about applying for a promotion because of his lack of writing skills.

"I never would apply without an education because I knew filling out the work orders would be a problem," he said. "I knew the job. I knew I could perform as far as maintenance. All I needed was an education to be promoted."

Since beginning to study again, Mr. Dunston said, he seems to think more clearly, and it has been easier for him to make decisions. As a chief mechanic, he gives instructions to his work crews and decides on the priority of work requests from about 800 tenants.

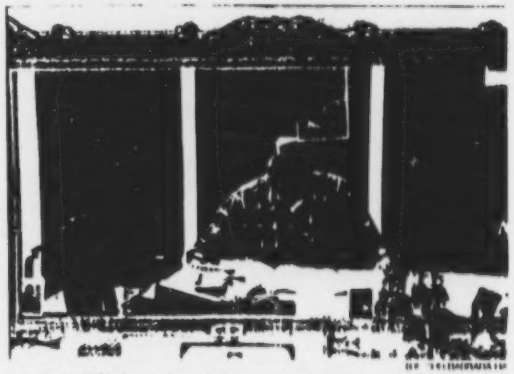
"When you've got 800 people calling you, you have to make a decision: which one you're going to get to first," he said. "After I went to school a while, I knew the things that had to be done."

And he said his new confidence has not just helped him on the job. "We're getting the bathroom and kitchen remodeled, and we've got these fast-talking salesmen coming in here," Mr. Dunston recounted. "And I know I can ask all these questions ... before I sign the contract. ... If you don't ask the questions, they're not going to tell you, if they can get away with it."

Going to school after a day of hard work has not been easy. Over the past two years, the thought of dropping out has crossed his mind.

"I've been tempted," he said. "What makes it hard is having commitments. I might come home and the sink might be stopped up, the vacuum might be broken. And that's the hardest part, when you're committed to other activities. When you're a family man, you can't let the sink stay stopped up."

But his studies have been worth the sacrifice, he said. "I had a feeling that I was incapable of doing a lot of things before. Now I feel much more confident in myself in whatever I'm doing."



Project LEAP has allowed George Dunston to pursue his GED.

THE SUN

TUESDAY, OCTOBER 15, 1991

Steelworkers get back to education's nuts and bolts

Staff photo by Ben McVall

Bill Stottlemyer, an assembly line worker at Eastalco, works on his reading skills with instructor Margaret Ramsburg.

Bill Stottlemyer: Proud to read

By CHRISTINA BARNES
News-Post Staff

BUCKEYSTOWN — Bill Stottlemyer has been working on the assembly line at Eastalco Aluminum Co. for almost 13 years, helping turn powdered ore into molten aluminum.

The work varies only slightly from day to day. After each shift, the 48-year-old Walkersville resident goes home to sleep, or to help somebody else with their work — a farmer who's getting too old to do some of his chores, or his brother who is renovating houses. "I'm always doing something," he said.

But sometimes he would like to be able to read a book, or perhaps a newspaper, when he goes home.

"I can't read hardly at all," he said, his face flushing a dark red as he looked down at his hands and smiled nervously.

Although Mr. Stottlemyer, who grew up in Frederick County, first started school as a boy, he never got further than the ninth grade because he was expelled after getting in a fistfight with a teacher. So he went to work full time with a farmer he had helped out previously, and stayed there until he was about 20.

Then he became a truck driver for a while before finding work at Eastalco.

"I always wanted to learn to read better," Mr. Stottlemyer said. "But I never had the time to go ... when you get married and stuff, things pop up." He and his wife have four children, ranging in age from 17 to 31.

For many years Mr. Stottlemyer kept quiet about his reading problem, being able to read only very simple words or signs on the highway.

Then one day in March, union leaders at Eastalco asked who on the assembly line wanted to attend math and reading classes offered by the Frederick County Board of Education.

Mr. Stottlemyer decided to sign up. But it was a hard step to take, he said.

"I was embarrassed the first time we met over here," he said as he sat with his reading teacher, Margaret Ramsburg, an Adult Education instructor. "I just don't know who could read and who couldn't. That's why I was embarrassed."

But that day he learned he wasn't the only worker with a reading disability, "and that made me feel better."

Wil Trout of Williamsport signed up, too, and together they began working with Ms. Ramsburg. Both are at an elementary reading level, Ms. Ramsburg said.

Sitting at a small desk in a tiny office at Eastalco one day recently, Mr. Stottlemyer and Ms. Ramsburg hunched over a workbook.

"O-U-G-H sounds like 'owe,'" Ms. Ramsburg said. "So O-U-G-H-T is 'ought.' With a 'B' in front it would be 'bought.'"

"Bought," Mr. Stottlemyer said slowly, then smiled as he fiddled with his glasses.

He had just bought the glasses a couple of days earlier. "I had needed glasses for a long, long, time. I never got them," he said.

"I nagged him every day until he finally got them," Ms. Ramsburg said.

"Seventy percent of his problems were because he couldn't see," she said. "Sure, he needs to learn the phonics to be able to figure out the words he doesn't know. But he can't do that if he can't see."

But even when Mr. Stottlemyer didn't have the glasses, he was making progress, she said.

Now "he's reading stories, headlines in news stories," Ms. Ramsburg said. "Some words he can figure out, though he might stumble on them."

After 10 two-hour sessions "of intensive work, there's been enormous improvement," she said.

"Bill has got to be one of the best students I have had," she said. "He's very interested and intelligent."

"I'm interested because I'm not going to learn if I'm not interested," Mr. Stottlemyer said.

The 10 sessions recently ended, but Mr. Stottlemyer hopes that Adult Education teachers will be returning to offer more classes. He wants to attend those and hopes other workers will, too.

He said he knows he isn't the only employee at Eastalco who can't read.

"Years ago, I knew people who had asked me questions about spelling some things," he said. "Many haven't asked to participate in the classes," although some don't know about them.

"I hope they do" sign up for the classes, he said. "I hope everyone hears about it and takes them.

"It will benefit everyone," he said. "If they are just not embarrassed — that's the biggest problem."

By CHRISTINA BARNES
News-Post Staff

BUCKEYSTOWN — The nine steelworkers sat at their desks, pencils poised above their workbooks, watching teacher Tammy Lipan at the chalkboard.

"What is the base shape of a pyramid?" she asked the students.

A couple offered answers; others paid quiet attention or jotted notes in their workbooks.

The students, Eastalco Aluminum Co. workers ranging in age from 24 to 56, were reviewing their high school skills in math and spelling.

"We wanted to give our people a chance to refresh what they had in high school and to help those without high school degrees," said Steve Wood, an education specialist with the steelworkers union.

At least 7 percent of the 560 union steelworkers at Eastalco don't have high school diplomas, said Linwood Snider Jr., an industrial relations representative for the company.

Several of them can't read well, or can't read at all, he said, so a second class in reading skills was set up for two students who were tested at an elementary reading level.

"We have those classes all over the county," said Richard Ramsburg, principal of Adult Education for the Frederick County Board of Education. "This one is different because it is on site and it is the only class we can fund with a NEW Literacy in the Workplace grant from the state."

School boards are eligible for the grant only if they work with industries that have steelworkers union, said Mr. Ramsburg.

Frederick County got into the program after union members at Eastalco appealed to Mr. Snider. He surveyed the workers and found "that indeed there was a need for skills review classes" and literacy courses, he said.

The first group of students began work in an Eastalco building in April and, after 20 two-hour classes, wound up their studies just recently.

"The biggest problem here is the schedule with the shift work," Mr. Ramsburg said. "There are four different shifts. That's why some people couldn't attend the classes" and only one group could be served.

But "we will try to petition for another grant for another shift, and eventually serve all four," Mr. Snider said.

"If we can continue the program, we will canvass employees again to see if there is further interest," he said. The first survey found 86 people interested in the classes.

Right now, all the company and board of education can offer are math and reading review courses. Mr. Wood said. "I wish we had enough time, funds and money to help them get their GEDs (General Education Diplomas). But we are encouraging them to seek that on the outside," he said.

He said the first group of workers to take the classes were never hesitant about signing up.

Many of the workers who signed up have been employed at Eastalco at least 10 years, some 15 to 20 years, Mr. Snider said.

Mr. Wood said, "They were all enthusiastic and willing to help each other out. If we can get the same response from the others, it would be nice."

Judy Durick of Thurmont, who has been working at Eastalco for four years, said she wanted to take the classes "as a refresher."

"I was very excited about the opportunity to have education of any kind, and it was scheduled around our shifts," she said. "But one thing we could use would be a computer class."

She said she will seek more classes, "and if I don't get them here I will go to a community college."

Like Ms. Durick, Vivian Waldron of New Market has a high school diploma. But she wanted to review her math skills.

"I think everyone needs to learn all they can learn," said Ms. Waldron, who has been working at the company for 13 years. "It was just a great opportunity to learn more."

Ms. Waldron, a crane operator, said her work eventually will involve computers, so she would like a computer course.

"I'd also like some business classes," she said. "Anything, really, pertaining to education."

"I feel I really missed out on a lot by not going on to college," she said. "But someday ..."

Frank Davis, 34, a Hagerstown resident who has worked at the company for less than two years, also attended the math review class.

"This was a chance to improve what I learned in school already" and to prepare for the computers that will eventually be part of his work, he said.

Mr. Davis has a high school diploma, but said he had forgotten much of the algebra he learned in school. "I think this will help me in my job," he said.

> "I think everyone needs to learn all they can learn."
>
> —Vivian Waldron

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Metro

HE EVENING SUN, TUESDAY, JUNE 11, 1991

Literacy project honors outstanding student

■ Union-state program helps workers with GEDs, basic skills.

By Alisa Samuels
Evening Sun Staff

For 12 weeks, Diane D. Feaster would leave work at 6 p.m. for two hours, using her dinner break and city-paid release time to attend an adult education class at Calvert Street and North Avenue.

Last night, again on dinner break from her 4 p.m.-to-midnight shift, Feaster, an office assistant in the city Bureau of Water and Waste Water, joined some 150 others at Martin's Champagne Room on West Patapsco Avenue for ceremonies honoring her as "Outstanding Student of the Year" in the Labor Education Program's Project LEAP.

The 2-year-old literacy workplace program is a joint effort of the AFL-CIO and the Maryland State Department of Education. It provides union members an opportunity to acquire general equivalency diplomas (GEDs) or enhance their English, math or writing skills after being out of school for years.

The free voluntary program also provides computer training. Project LEAP holds 59 classes twice a week, usually in the evenings, in the Baltimore area.

Mayor Kurt Schmoke, who wants to make Baltimore "the city that reads," allows city workers an hour of release time to improve their knowledge. Last night, he presented certificates to students.

Being named student of the year seemed to embarrass Feaster, who described herself as shy. She was one of 700 students participating in the program.

"I wasn't expecting all this," she said. "I just wanted to brush up on my skills." Feaster began classes in January and finished in May.

The basic math, English, reading and writing courses have enabled Feaster to help her 10-year-old son, Gary, with his homework, and to make quick calculations of percentages during sales when she goes shopping.

"Before, I'd have to go to the register and have them tell me" the price, said Feaster, who graduated from Northwestern High School in 1974.

"I had no idea this would come out of it," she said. Feaster received her certificate and a $50 savings bond for being named outstanding student.

She also will receive a free night on the town in July. That will include a chauffeured limousine and a cruise.

Feaster was chosen outstanding student because of her dedication, hard work and good attendance, said a Project LEAP spokeswoman.

A $300,000 grant from the U.S. Department of Education has funded Project LEAP during its two years of existence, said Debra Brown Felser, the program's director.

The program provides a "comfortable" environment for union members who want to acquire skills that can also boost their careers, Felser said.

"Once you're out of school for 25 years . . . you get a lot rusty," said Marie Daily, 41, an employee of London Fog, maker of outerwear.

Bonnie L. and Larry J. DeLoach said Project LEAP also changed their lives.

The couple received their GEDs last year in the same class. Bonnie DeLoach had dropped out during her junior year in high school to get married and Larry DeLoach was embarrassed because he had to attend "slow classes."

"It's helped me feel better about myself," said Larry DeLoach, 41, a material handler.

Because of the program, said Bonnie DeLoach, 42, she and her husband can go to college if they desire.

Employers also benefit from the program, according to Stanford A. Alliker, president of Levindale Hebrew Geriatric Center and Hospital on Greenspring Avenue.

Alliker said his company wanted to improve workers' communication skills with patients, so it got involved in Project LEAP last fall. If employees do better, then the employer and patients will, too, he said.

DIANE FEASTER - *"I wasn't expecting all this"*

Program honors student

PROJECT LEAP:

RE-EDUCATING BALTIMORE'S WORKFORCE

By Jov M. Tyler
AFRO Education Reporter

Baltimore is "the city that reads" and it is a municipality which has taken the initiative to ensure that its laborforce can read well enough to take advantage of new opportunities in the work place.

The initiative is a new retraining program which allows local union workers to acquire sorely needed remedial skills to upgrade their employment status.

Project LEAP, (Labor Education Achievement Program), a formal partnership between the Maryland State Department of Education and the Metropolitan Baltimore Council of AFL/CIO Unions, was developed to improve the literacy level and productivity of its workers.

Union workers and their families are all eligible to join the program which helps bolster self-esteem. Participants are taught how to plan for and reach long range goals, and are encouraged to seek promotions or work towards attaining their GED.

Founded two years ago, Project Leap programs are in place throughout the city and in many of the surrounding counties. Nearly 2,000 heavy and light industrial workers have already been retrained at no cost to them or their families.

Project LEAP is funded by the U.S. Department of Education to provide instructional staff and materials, as well as stipends for child care, and transportation.

Those workers who find themselves unable to read at comprehensible levels can find individualized help at the projects computer-based Literacy Learning Center which offers instruction to 75-100 students.

(L to R) Assistant Director Debra Brown Felser, #67, Shop Chief Bruce Allen and LEAP coordinator, Jean Wardenfelt.

Valleru Nance and Jeneal Coatis (seated) taking instruction from math teacher, Barian Ferguson.

Debra Brown-Felser, Assistant Director of Community Services of the Metropolitan Baltimore Council, says that workers who participate in the program have several reasons for joining.

"Originally our intent was to provide workers with solid skills so they could readily adapt to the changing technology within the workplace and to ensure that these skills were transferable into other disciplines."

"The response to the project has been extremely successful. Now we even have parents who want to get refresher courses so they can help their kids with homework. Those who have children who dropped out of school are now bringing them to classes."

Workers who benefit most from the program are those who need assistance with reading, writing, arithmetic, and thinking skills. It is also designed to increase work related skills that may require new training, study of new equipment, or new safety measures needed on the job. Workers can also receive oral and written English language study.

Each program is tailored to the needs of a particular workplace. Instructors develop curriculums which utilize specific machinery and tools at their various job sites.

Ultimately the worker participating in the program may attain credentials to gain admission to post secondary and apprenticeship programs. One third of the employees enrolled in the program have received or are working towards their GED.

Classes, which can run for 15 weeks, are small and intimate and allow for a homelike atmosphere for the adult students who may not have the same response in a high school setting with younger pupils. Enrollees must take a placement screening test prior to their enrollment to determine the level of proficiency they possess.

Project LEAP aims to recruit workers with educational needs and to remake them into more productive individuals.

As long as a person has the initiative and drive to improve themselves academically the program's coordinators say they can help.

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ACTWU members at the English-American plant in Westminster, MD are expanding their skills in reading and math, as well as getting an introduction to computers in an imaginative new program that is part of the union's workplace education effort.

A group called L.E.A.P.(Labor Education Achievement Program) has been established by the Baltimore Metro Council AFL-CIO Community Services, in conjunction with the Maryland State Department of Education.

Business Agent Fred Hartner, also a vice-president of the AFL-CIO, was instrumental in setting up the first program at English-American.

Local President Ann Turner(left) watches Shirley Miller and Mazie Clifton try out the computers during class at English-American.

Two years ago, LEAP ran a series of classes for union members at English-American. The response from union members, and the support from management, encouraged a renewed program for 1991. LEAP secured a special grant from the US Department of Education and from United Way through a project called "community problem solving," which involved an expansion of the education programs.

According to Debra Brown Felser, of the AFL-CIO Community Services department, the program joined with the Carroll County Board of Education, which provided some computers, to rebuild peoples interest in learning. The classes at English-American are not strictly computer classes: students work in a study group to upgrade their verbal, communications and math skills, and then test their skills on special computer programs.

For ACTWU member Shirley Miller, it's a chance at the future. "They say that some day every home will have a computer and I want to get ready," she said.

Mazie Clifton is also looking ahead, although she has a more specific goal:"It's interesting to learn to run a computer and it's really fun, but I am thinking about picking up a little part-time work after I retire."

Local President Ann Turner, who is also attending the classes, said that when she went around the shop to ask for participants in the program, the response was great and there were initially too many volunteers. Even now, the classes, which meet after work in the factory, are divided: since there are not enough computers for everyone to use at the same time, some members study books in a classroom situation and some bang away at the two computers.

The classes started in April and were supposed to run for two months but may be extended until the end of June.

The program is a kind of pilot effort, to see if there is enough interest. Brown Felser would like to continue the program, possibly at the Londtontown/Eldersburg facility, which is also located in Carroll County, so the same computers could be used for ACTWU members there.

"I hope this will be a model for other programs of this type in union shops," she said. "Ideally, we can buy our own computers so that we can run the programs anywhere the members want them."

JOBS WITH JUSTICE

The Baltimore Region will be supporting the campaign for improved health care during the week of June 3-9, which has been designated Health Care Action Week, part of the union-sponsored Jobs with Justice campaign.

During the week, there will be posters and stickers in the shops, with a wide range of educational activities around national health care.

On Thursday, June 6, there will be a day of Cut the Red Tape, in which members will wear red ribbons or tape, to symbolize the problems with abuses by the insurance industry. In Baltimore, union members will hold a large rally after work in front of the state Insurance Commission building to demand an end to these abuses. Workers will also fill out ballots of support for "A Healthy America," one in which there is comprehensive quality health care for all Americans.

ACTWA CHALLENGER May '91

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APRIL 1991

MPT MAGAZINE

America's Schools: Who Gives a Damn?

"If you never learn to read, you'll know only what you think," said teacher Margaret Forhan, at PS 165, New York City, in the year 1925. She was, by all accounts, a dedicated, underpaid, over-worked teacher, yet a maker of small miracles. She was a member of a profession that has seen little change in the 65 years following.

In his opening to *America's Schools: Who Gives a Damn?*, premiering April 1 and 2 at 10 p.m., Fred W. Friendly — a former student of Forhan's — wonders how her successors continue to give much of their lives to a career still considered to be thankless and on the lower end of the professional ladder.

The two-part program examines the causes and effects of the country's most compelling internal crisis — the failure to educate all students and the neglect of its prime natural resource, the children. Hypothetical case studies about causes and cures are presented by moderators Charles R. Nesson and Charles Ogletree of Harvard Law School and a panel of educators, policy-makers, and government and business leaders.

The first program views the role of the teacher as just one factor in the continuing dilemma of a failing public school system. The bureaucracy which encompasses administrators, parents, school boards and the "system" is the other suspected culprit. Deborah Meier, Principal of New York's Central Park East Secondary School, says "I think teaching is an extraordinary opportunity. But it is filled with pain. It is filled with humiliation of an extraordinary degree." William Brock, former U.S. Senator and Secretary of Labor, adds, "The national will has been missing. The parental involvement has been missing . . ." Adam Urbanski, President of the Rochester Teachers Association, believes, "You won't really

continued on page 29

Photo: William Mills

Making the Grade

An MPT News Documentary on Education

April 2 at 8 p.m.

Repeats April 3 at 11:30 a.m. and April 4 at 11:30 p.m.

Rarely do we read about the status of education in America without hearing of the escalating dropout rate or of the growing problem of crime and drugs on school grounds. Yet despite those negative images, there are several stories of success here in Maryland, involving not only schools but also students of all ages.

John Rydell profiles a special program for troubled teens in Montgomery County, the expansion of the popular Montessori curriculum in Prince George's County public schools, the growth of adult literacy programs in Baltimore City, initiatives to advance the education level of those in the workplace and a new approach aimed at encouraging parental involvement in their children's education. John Rydell is reporter/producer; Everett L. Marshburn is executive producer.

MPT COVERS EDUCATION FROM LOCAL, NATIONAL AND INTERNATIONAL PERSPECTIVES

BALTIMORE, MD (March 22, 1991) -- **Maryland Public Television (MPT) joins PBS ABC, CBS, NBC and Fox networks in celebrating "Education 1st! Week," April 15-21, 1991.**

"Education 1st!" was created to gather and use the resources of the entertainment industry and the media to communicate the realities of the current crisis in education and positive solutions to ensure a functionally literate, productive work force by the year 2000. All of the commercial networks and PBS, plus The Disney Channel, HBO and TNT will be airing programming during that week with "an educational message."

MPT joins the important focus that week, as well as throughout the entire month, with a continued emphasis on quality education for America's youth with a selection of programming that explores current educational trends, accomplishments and pitfalls -- on a local level, across the nation and the world.

In "**MAKING THE GRADE**," airing Tuesday, April 2 at 8:00 p.m., with repeats Wednesday, April 3 at 11:30 a.m. and Thursday, April 4 at 11:30 p.m. **MPT** reporter **John Rydell** profiles several success stories in Maryland, involving not only schools but also students of all ages.

The **MPT** documentary features a special program for troubled teens in Montgomery County; the expansion of the popular Montessori curriculum in Prince George's County public schools;

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the growth of adult literacy programs in Baltimore City; initiatives to advance the education level of those in the workplace, and a new approach aimed at encouraging parental involvement in their childrens' education.

"MAKING THE GRADE" is a **MPT** production. John Rydell is reporter/producer; Everett L. Marshburn is executive producer.

MPT and **Maryland Intec** will also present to the region a live broadcast of Maryland State Superintendent of Schools Dr. Joseph Shilling's Faculty Meeting, Thursday, April 25 at 3:00 p.m., with studio audience and phone banks.

The half hour meeting will give an opportunity to parents, teachers, principals and business leaders to meet with Dr. Shilling to discuss Maryland's goals for public education, and review the current strategies for state action.

At the top of the agenda is the Maryland School Performance Program, a system to measure student outcome and hold schools, school systems and the state accountable for the success of all students. Other topics of review include pre-kindergarten education; mandatory kindergarten; revised high school graduation requirements; flexible school organization; parental involvement, and Maryland's goals for the year 2000.

"A QUEST FOR EDUCATION," airing Sunday, March 31 at 10:00 p.m. and Friday April 5 at 11:30 a.m., contrasts education in the United States and Japan, revealing these two nations' underlying cultural values. Filmed in Tokyo and the U.S., the program is narrated by **Edward James Olmos** ("Stand and Deliver").

To explore the two educational systems, **"A QUEST FOR**

EDUCATION" focuses upon day-to-day personal experiences of two junior-high school students: Kelly Jackson, 14, of Pacific Palisades, California, and Michiyo Takahara, 14, of Machida City, near Tokyo. Both students have lived and attended school in both countries. Throughout the program, the girls and their families offer personal insights and perspectives on their own culture and educational system juxtaposed with what they learned and experienced in each other's country.

"A QUEST FOR EDUCATION" is produced by KCET/Los Angeles.

On Monday, April 1 and Tuesday, April 2 at 10:00 p.m. MPT presents the two-part **"AMERICA'S SCHOOLS: WHO GIVES A DAMN?"** which examines the causes and effects of the country's most compelling internal crisis -- the failure to educate all students and the neglect of its prime natural resource, the children.

Veteran journalist **Fred Friendly** joins colleagues at Columbia University's seminars on media and society to explore the current educational crisis, with sobering statistics and the latest proposed solutions. By walking through real-life scenarios in two hourly seminars that highlight dramatically the knotty decision-making that teachers, principals, administrators and government officials grapple with every day.

Harvard law school professors Charles Nesson and Charles J. Ogletree lead a distinguished group of panelists that include Bill Moyers; State of New York Commissioner of Education Thomas Sobol; California Superintendent of Public Instruction Bill Honig; Brown University President Vartan Gregorian; New Jersey Governor Jim Florio; Secretary of Labor William E. Brock, and

-more-

Texas State Representative Wilhelmina Delco, among others.

"AMERICA'S SCHOOLS: WHO GIVES A DAMN?" is produced by Columbia University in association with WNET/New York.

On Saturday, April 6, 8:00-9:00 p.m. **MPT** presents the **"Maryland State Geography Bee,"** the state-level competition of the upcoming 1991 National Geography Bee in Washington, D.C. (airing on MPT May 23, 1991) sponsored by National Geographic WORLD magazine and co-sponsored by AMTRAK and KUDOS snacks.

One hundred and one 4th-8th grade students in the state will compete in preliminaries at Prince George's Community College in five categories of geography, as well as five other categories, which include such topics as environmental issues.

The ten finalists will then join competition moderator Bob Turk, WJZ's meteorologist, for the televised portion of the bee, produced by MPT. The winner of the state finals will go on to the Nationals later this month.

Note: The following program was originally scheduled to air January 16, 1991, but was preempted for urgent war-related programming.

On Wednesday, April 10 at 8:00 p.m., the 90-minute documentary **"ALL OUR CHILDREN WITH BILL MOYERS"** examines four alternative educational programs trying to mitigate the serious problems confronting many of today's young people. The film is followed by a vigorous one-hour exchange at Longstreet Theater in Columbia, South Carolina, between educators and policymakers to debate how America can better respond to the needs of its youth.

As many as 300,000 students each year drop out, fail to

graduate or finish school ill-equipped for further education. The result: America compromises its ability to compete in the world economy while many in its huge work force lead lives of alienation, dependency and squandered potential.

In **"ALL OUR CHILDREN WITH BILL MOYERS,"** Moyers visits innovative programs in Columbus, Indiana; San Antonio, Texas; and Cambridge, Massachusetts. Each program attempts, in its own way, to intervene in the lives of young people.

Bill Moyers explains, "The victories are small, the struggle daily, but the stakes are large for these kids and America's future."

"ALL OUR CHILDREN WITH BILL MOYERS" is a major element of **"Realizing America's Hope,"** a comprehensive initiative to help America respond to the challenges facing its youth, and a part of the 1991 PBS outreach effort, **"All Together Now."**

"ALL OUR CHILDREN WITH BILL MOYERS" is a production of Public Affairs Television, Inc. and South Carolina ETV. Judith Davidson Moyers is executive producer; Bill Moyers is executive editor.

###

For further information contact:
Lisa Shenkle (301) 581-4356 or Maureen Volland (301) 581-4334.

SAMPLE EVALUATION ACTIVITIES

ATTACHMENT D

LEAP STUDENT-CLASS EVALUATION

Teacher's Name_____ Date_____ Class_____

This form asks what you think about your LEAP classes. Please say what you really think. You do not have to sign your name.

1. How much are your LEAP classes helping you to achieve your education goals? (Please check only one.)

   ___ The classes are not helping at all.
   ___ The classes are helping me some, but not enough.
   ___ The classes are helping me a lot.

2. Are your LEAP classes relaxed and friendly?

   _____ Yes _____ No

3. How do you feel about learning in your LEAP classes? (Please check only one.)

   ___ It is very hard and I am having a lot of trouble.
   ___ It is sometimes hard, but I don't have too much trouble.
   ___ It is not hard. I don't have any trouble.

4. What did you learn in this class that was most helpful to you?

5. What would you do to make this class better?

6. "I wish I could have spent more time on

7. "What I enjoyed most about class was

8. "If I were the teacher, I would

9. What impact have your LEAP classes made in helping you improve your job performance and promotion eligibility? (Please check one.)

___ very much ___ moderately ___ not very much_____ none

10. Do you feel your LEAP classes have helped you become more self confident?

___ very much ___ moderately ___ not very much ___ none

Please use the back for other suggestions, if needed.

16eb1

2178

Dear Student:

We need your help. As a union member you went to classes held as part of Project Leap - the Labor Education Achievement Program.

We want to know if the classes helped you. We also want to know how to make them better.

Please take some time to fill out the survey form so we can help more students. Use the envelope we included and send it back right away.

Thank you for your help!

Sincerely,

Patricia L. Bennett
Project Director, LEAP

Debra Brown-Felser
AFL-CIO Project Coordinator

PLB:DBF:rmh
{32pb3}

LEAP STUDENT-CLASS EVALUATION

Teacher's Name _____ **Date** _____ **Class Location** _____

Participant Evaluation. Your evaluation of the teacher and class is very important. It will help us improve our program and serve you better. We review each evaluation so please consider each question carefully. Thank you.

Overall, are you satisfied with the LEAP class? ___yes ___no

The Class:

Did you complete the class? Yes ____ No ____ If no, then why not? _____

_____

What did you learn in this class that was most helpful to you? _____

_____

What would you do to make this class better? _____

_____

What I enjoyed most about class was _____

_____

Please circle your response to the following questions: 1 = excellent, 2 = good, 3 = okay, 4 = needs improvement, and 5 = poor.

The Teacher:	EXCELLENT	POOR	GOOD	NEEDS IMPROVE-MENT	POOR
Was well prepared for each session.	1	2	3	4	5
Made the goals and objectives clear at the beginning of the class.	1	2	3	4	5
Was willing to answer my questions.	1	2	3	4	5
Provided individual help when needed.	1	2	3	4	5
Used effective techniques in presenting the course material.	1	2	3	4	5
Was friendly, personable, and accepting towards me.	1	2	3	4	5

What impact will your LEAP classes make in helping you improve your job performance? (Please check one.)

___very much ____ moderately ____ not very much ____ none

Do you feel your LEAP classes will help you become more eligible for promotion?

___very much ____ moderately ____ not very much ____ none

Please use the back for other comments, if needed.

LEAP STUDENT CLASS EVALUATION
SURVEY SUMMARY
DECEMBER, 1990

- A new form to survey student reaction to LEAP classes and instructors was developed in late Fall, 1990
- Approximately 22% of "returning" LEAP students responded to the survey; about 13% of all LEAP students responded to the survey
- 53% indicated that they completed the class
- 39% said that they did not complete the class
- 8% did not respond

The survey analysis of responses concerning LEAP teachers and the impact of LEAP classes indicated the following:

THE TEACHER	EXCELLENT	GOOD	NEEDS IMPROVE-MENT	POOR	N/A
Was well prepared for each session.	69%	14%	3%	10%	4%
Made the goals and objectives clear at the beginning of the class.	78%	4%	6%	6%	6%
Was willing to answer my questions.	82%	8%	2%	4%	4%
Provided individual help when needed.	80%	10%	--	4%	6%
Used effective techniques in presenting the course material.	69%	12%	3%	12%	4%
Was friendly, personable, and accepting towards me.	90%	2%	2%	2%	4%

What impact will your LEAP classes make in helping you improve your job performance? (Please check one.)

67% very much 20% moderately 4% not very much 3% none 6% N/A

Do you feel your LEAP classes will help you become more eligible for promotion?

55% very much 24% moderately 12% not very much 3% none 6% N/A

- When asked what would make the class better a number of students responded "more time"
- When asked what students most liked about the class, many cited their appreciation for the opportunity to improve their skills and the teachers supportive manner.

{115pb3}

Interview Guide-Program Supervisors

Name_____

Program Site(s) _____
_____
_____
_____

Date_____

Please complete and return this evaluation guide. The information gathered will help to determine the success of the LEAP-2 Program. Your early response is very much appreciated. Thank you for your attention and cooperation.
Please contact me with any questions you may have about this questionaire. I can be reached at 509-554-7790.

1. How many hours of instruction were offered at the program site(s)?

2. Describe how workplace specific learning and competency-based instruction were provided?

3. Did an increase occur in the ability levels of students? How did you determine this fact?

BEST COPY AVAILABLE

4. Did the program help students recognize and /or seek career and job advancement? How?

5. Did student job productivity and morale increase? How did you determine this fact?

6. Did any students enter post-secondary and or apprenticeship training? How many?

7. Which instructional methods have been most effective? Why?

8. Were you satisfied with the materials available for instruction? Do you have a library of workplace materials? Did you develop curriculum?

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9. Was this program successful? Explain?

10. How would you improve this project?

Other relevant comments welcomed. Please feel free to add any other remarks that you consider important. If additional space is needed use a seperate sheet of paper.

Please forward your response to me in the stamped envelope as soon as possible. All responses must be received no later than June 17,1991. Thank you for your prompt attention to this important matter. You will be informed about the results of this project.

BEST COPY AVAILABLE

MARKETING AND PROMOTIONS

(Samples)

CITY OF BALTIMORE

KURT L. SCHMOKE, Mayor

CIVIL SERVICE COMMISSION
JESSE E. HOSKINS, Personnel Director
111 N. Calvert Street
Baltimore, Maryland 21202

FREE CLASSES FOR CITY EMPLOYEES

Baltimore Mayor Kurt L. Schmoke is urging City Employees to take advantage of FREE education classes.

"Since the Labor Education Achievement Program, Project LEAP, is so important, I will allow City Employees one hour of work release time for every class attended, if the class falls during work hours," says Mayor Schmoke.

Project LEAP is sponsored by the Metropolitan Baltimore Council AFL-CIO Unions and offers classes for workers to brush up on their skills, to prepare people to take tests for promotions, or prepare for the GED. At some locations, workers can improve on their existing skills, while using a computer. Computer Assisted Instruction is a fun way to increase vocabulary, relearn math skills, and learn how to use a computer.

Glenard S. Middleton, Sr., President of AFSCME Local 44, says, "As we've seen from the current trend of unemployment, no jobs are 100% guaranteed. An example of the benefits of LEAP is that AFSCME members have been promoted to better jobs. AFSCME is extremely proud of its members."

Cheryl Boykins Glenn, President of City Union of Baltimore states, "I strongly urge CUB members and their family to take advantage of this free benefit. This is a chance to improve yourself even if you already have a diploma. Project LEAP is a good example of the union and the Mayor working together to benefit everyone and the City."

You must register the week of September 9th (even if you previously took LEAP classes). Space is limited and registration will be on a first come first serve basis. Classes begin the week of September 16th.

Volunteers are needed to help in the classroom; as tutors and to motivate people to come to class. Training will be provided to anyone wishing to help in this way. Call now for more information, at 242-1300 and ask for Jean Wardenfelt or call your local union.

AWD\LEAP#32

Working together, we made it happen!
Baltimore Awarded 1991 All America City

PROJECT LEAP
LABOR EDUCATION ACHEIVEMENT PROGRAM

This program is open to anyone who is a member of the AFL-CIO Union and their dependents. It is a joint effort between the union, and the Maryland Board of Education. It is a good program.

The classes are free, as is the GED Book you will be given to work from. The classes meet for two hours, twice a week, for approximately twelve weeks. In addition to free instruction and books, you will also receive bus tokens, if you have to take a bus to class, and reimbursement of $7.00 per class if you have to leave your children with a sitter in order to attend.

In these classes you will receive instruction in English, Math, Science, Social Studies, and Arts & Literature, all subjects covered on the GED Test. Approximately four weeks before the end of the classes, you will be given a pre-GED test. It is a test designed to see if you are ready for the actual test. Once this is done, you will be given the opportunity to register for the actual test. If you feel you aren't ready, or if your teacner feels you aren't ready, you don't have to take it. You can always go through the program again. But if you want to take the test, you will be required to send in your completed registration form along with a $12.00 registration fee.

Prehaps you graduated from high school, but want to take a few college courses and need to brush up your skills first. Maybe you try to help your kids with their homework and are frustrated because the work is so different from what you learned in school, and you want to learn to be able to help them. What ever your reason is for wanting to take this class, it is a good enough reason, and you should make the effort to register You, your spouse, and any of you teen-age children* are eligiblefor this program.

I'm Larry DeLoach. Bonnie and I went through this program from January to June of this year. We both wanted our high school diplomas. We took the GED Test on June 9, and by June 30, we received our test results in the mail, along with our diplomas. Bonnie was so impressed with the program, that she is working this year as a volunteer peer counselor at one of the locations. She feels it is a worthwhile program and wants to help others as she was helped.

If you are interested in registering for these classes, or if you just want further information, call the number printed on the LEAP Flier, someone will be more than willing to help you. Remember, if you are interested, as a union member, you owe it to yourself to make the call.

Thank you,
Sincerely,
Larry DeLoach
Larry DeLoach

*Teen-agers still in school excluded.

DATE _____ LOCAL UNION

LABOR EDUCATION ACHIEVEMENT PROGRAM

SURVEY FOR BALTIMORE CITY EMPLOYEES

1. NAME _____

2. STREET ADDRESS _____

3. CITY _____ COUNTY _____ ZIP _____

4. HOME PHONE _____

5. Do you have: High School Diploma? YES [ ] NO [ ]
or G.E.D.? YES [ ] NO [ ]

Last grade completed? _____

6. Are you interested in attending adult education classes?
YES [ ] NO [ ]

7. Do you have family members interested in attending classes?
YES [ ] NO [ ]

Name _____ Phone _____

8. Where would you prefer to take classes?
Union hall [ ] Workplace [ ]

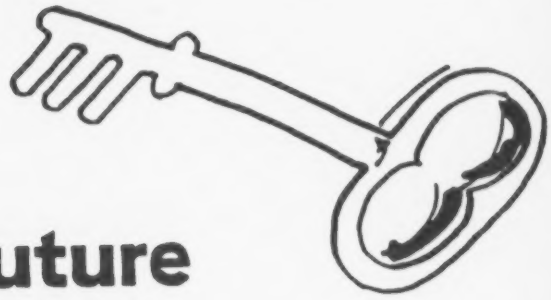
9. What are your duty hours? _____

10. What are your off days? M T W TH F

11. What department do you work in? _____

12. Work Location? _____

Let LEAP be the



Key to a better future

DO YOU WANT?

* job security?
* to bid for a better job?
* a promotion?
* to prepare for a layoff?

JOIN PROJECT LEAP!
Labor Education Achievement Program

FREE CLASSES FOR UNION MEMBERS

STARTING IN SEPTEMBER

FOR INFORMATION CALL: JEAN WARDENFELT, 242-1300

A Benefit of AFSCME Council 67

Sponsored by:
Metropolitan Baltimore Council AFL-CIO Unions
Maryland State Department of Education

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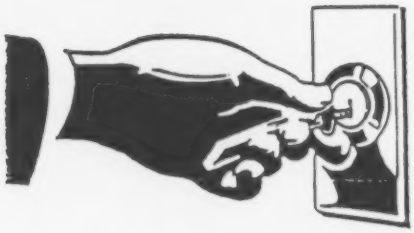
PROJECT LEAP

Your KEY to a better future

BENEFITS YOU CAN ACHIEVE



- job promotion, job security
- improved work skills
- improved math and reading skills
- skills needed for a GED

THE AFL-CIO OFFERS **FREE TRAINING** TO UNION MEMBERS AND THEIR FAMILIES

Training will be held at the Hickory I Complex,
Route 543, 2220 Ady Road
Mondays and Wednesdays after work

REGISTRATION AND INFORMATION SESSION

Hickory I Complex
Monday, September 23
4:00 p.m. to 6:00 p.m.

For more information call
Jean Wardenfelt at the AFL-CIO Office - 242-1300
or Judy Conway at Harford Community College - 836-4160

Sponsored by:

Metropolitan Baltimore Council AFL-CIO Unions
Maryland State Department of Education
Harford Community College

A benefit of AFSCME LOCAL 1802

PROJECT LEAP: THE LABOR EDUCATION ACHIEVEMENT PROGRAM

A REGIONAL PROGRAM TO IMPROVE THE LITERACY LEVEL AND PRODUCTIVITY OF THE WORKFORCE

A Formal Partnership
Between the
Maryland State Department of Education
and the
Metropolitan Baltimore Council of AFL/CIO Unions

1990

PROJECT LEAP

Labor Education Achievement Program

COMPUTER ASSISTED INSTRUCTION

FREE

* **IMPROVE READING, WRITING AND MATH SKILLS**
* **WORK ON BUILDING YOUR VOCABULARY**
* **INTRODUCTION TO COMPUTER SKILLS**

BENEFITS THAT CAN BE ACHIEVED FROM COMPUTER ASSISTED INSTRUCTION:

* Job promotions, job security, improved work skills
* Learn the skills needed for GED
* Develop or improve word processing skills

WHERE: **RIPKEN LEARNING CENTER**
2433-35 N. CALVERT STREET
BALTIMORE, MD 21218

WHEN: **MONDAY AND WEDNESDAY**

TIME: 5:00 TO 7:00 P.M.

Classes will start in March. To sign up call Jean Wardenfelt, 242-1300.

Sponsored by:
Metropolitan Baltimore Council AFL-CIO Unions
Maryland State Department of Education
United Way of Central Maryland

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LEAP#22.3

1990

MARYLANDS LABOR EDUCATION ACHIEVEMENT PROGRAM - PROJECT LEAP

Program Description:

The Maryland State Department of Education has partnered with the Metropolitan Baltimore Council of AFL-CIO Unions with a membership of 170,000 workers and ABE program providers to develop classes for 600 union workers in workplaces and union halls throughout Baltimore City, and Baltimore, Anne Arundel, Howard, Carroll, Harford, and Cecil counties. The project was awarded $301,163 by the U.S. Department of Education. In addition to instruction services and materials, the grant also provides stipends for child care, transportation, and the development of a Literacy Learning Center.

Partner Roles:

Education partners are responsible for assessment, curriculum design, instruction, staff development, and educational counseling.
Union partners are responsible for recruitment, marketing and outreach, development of management incentives, and child care and transportation programs.
Management is encouraged to provide learner incentives such as "paid release time" for instruction.

How Maryland Will Benefit:

This grant gives Maryland union employees an opportunity to take courses that will improve their basic skills, English language, worker skills, and/or courses to prepare for high school completion credentials and to gain admission to post secondary and apprenticeship programs. Workers receive all instruction and instructional materials at no cost and also receive, if needed, stipends for transportation and child care. Guidance and counseling services are also available.

Project Goals

1. To increase work related functional and basic skills abilities.
2. To increase English language ability of non-native English speaking workers.
3. To increase the number of workers attaining high school completion credentials.

Project Objectives

1. To recruit and enroll no less than 600 Union workers or dislocated workers.
2. To offer 96 hours of instruction through 45 classes at 35 worksites.
3. To develop a computer-based Literacy Learning Center which offers instruction to 75 - 100 students.
4. To provide participants with a comprehensive support system.
5. To disseminate curriculum guides and learning packets for workplace instruction in garment, general manufacturing, and health to all instructors.
6. To provide workplace specific competency-based literacy instruction.
7. To retain no less than 75% of the students enrolled.

RECOGNITION CEREMONY

AND

OUTSTANDING STUDENT AWARDS

Key Unions Involved In This Project Are:

1) Hospital Workers
2) AFSCME
3) Amalgamated Clothing and Textile Workers
4) Shipworkers
5) Machinists
6) Laborers
7) United Food and Commercial Workers

Project Period: 1 April 1990 - 31 March 1991

For more information on Project LEAP please contact:

Patricia Bennett
Project Director - Education
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
(301) 333-2178

Debra Brown-Felser
Project Director - Labor
AFL-CIO Unions
Suite 110
2701 West Patapsco Avenue
Baltimore, MD 21230
(301) 242-1300

{17pb}

SAMPLE OF STUDENT CITATIONS

CITY OF BALTIMORE

Citizen Citation

TO

DARLENE RICE

I, Kurt L. Schmoke, Mayor of the City of Baltimore, do hereby confer upon you this citation in recognition of: YOUR ACHIEVEMENT IN THE LEAP PROGRAM CLASSES.

Given under the Corporate Seal of the City of Baltimore this 10th *day of* June, *one thousand nine hundred and* ninety-one

Kurt Schmoke
MAYOR

Literacy project honors outstanding student

■ Union-state program helps workers with GEDs, basic skills.

By Alisa Samuels
Evening Sun Staff

For 12 weeks, Diane D. Feaster would leave work at 6 p.m. for two hours, using her dinner break and city-paid release time to attend an adult education class at Calvert Street and North Avenue.

Last night, again on dinner break from her 4 p.m.-to-midnight shift, Feaster, an office assistant in the city Bureau of Water and Waste Water, joined some 150 others at Martin's Champagne Room on West Patapsco Avenue for ceremonies honoring her as "Outstanding Student of the Year" in the Labor Education Program's Project LEAP.

The 2-year-old literacy workplace program is a joint effort of the AFL-CIO and the Maryland State Department of Education. It provides union members an opportunity to acquire general equivalency diplomas (GEDs) or enhance their English, math or writing skills after being out of school for years.

The free voluntary program also provides computer training. Project LEAP holds 59 classes twice a week, usually in the evenings, in the Baltimore area.

Mayor Kurt Schmoke, who wants to make Baltimore "the city that reads," allows city workers an hour of release time to improve their knowledge. Last night, he presented certificates to students.

Being named student of the year seemed to embarrass Feaster, who described herself as shy, one of 700 students participating in the program.

"I wasn't expecting all this," she said. "I just wanted to brush up on my skills." Feaster began classes in January and finished in May.

The basic math, English, reading and writing courses have enabled Feaster to help her 10-year-old son, Gary, with his homework, and to make quick calculations of percentages during sales when she goes shopping.

"Before, I'd have to go to the register and have them tell me" the price, said Feaster, who graduated from Northwestern High School in 1974.

"I had no idea this would come out of it," she said. Feaster received her certificate and a $50 savings bond for being named outstanding student.

She also will receive a free night on the town in July. That will include a chauffeured limousine and a cruise.

Feaster was chosen outstanding student be-

See LITERACY, D10, Col. 1

DIANE FEASTER
Named outstanding student

Metro
THE EVENING SUN, TUESDAY, JUNE 11, 1991

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Program honors student

LITERACY, From D1

cause of her dedication, hard work and good attendance, said a Project LEAP spokeswoman.

A $300,000 grant from the U.S. Department of Education has funded Project LEAP during its two years of existence, said Debra Brown Felser, the program's director.

The program provides a "comfortable" environment for union members who want to acquire skills that can also boost their careers, Felser said.

"Once you're out of school for 25 years . . . you get a lot rusty," said Marie Daily, 41, an employee of London Fog, maker of outerwear.

Bonnie L. and Larry J. DeLoach said Project LEAP also changed their lives.

The couple received their GEDs last year in the same class. Bonnie DeLoach had dropped out during her junior year in high school to get married and Larry DeLoach was embarrassed because he had to attend "slow classes."

"It's helped me feel better about myself," said Larry DeLoach, 41, a material handler.

Because of the program, said Bonnie DeLoach, 42, she and her husband can go to college if they desire.

Employers also benefit from the program, according to Stanford A. Alliker, president of Levindale Hebrew Geriatric Center and Hospital on Greenspring Avenue.

Alliker said his company wanted to improve workers' communication skills with patients, so it got involved in Project LEAP last fall. If employees do better, then the employer and patients will, too, he said.

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OMNI INNER HARBOR HOTEL BALTIMORE

June 13, 1991

Ms. Jean Wardenfelt
Peer Counselor
Project LEAP
Metropolitan Baltimore Council
AFL-CIO Unions
2701 W. Patapsco Avenue - Suite 110
Baltimore, MD 21230

Dear Ms. Wardenfelt:

Thank you for requesting a donation for your Project LEAP program to be awarded to the Outstanding Student of the Year.

We are happy to donate a two day/one night weekend and dinner for two in our new restaurant "The Baltimore Grille." Arrangements for this complimentary weekend package have already been made for the night of July 13, 1991. As you are aware, it does not include taxes, gratuities and alcoholic beverages.

Enclosed is a gold card which must be presented by the winner to the front desk upon check in. Please be sure that the winner receives the card.

Thank you for allowing the Omni Inner Harbor Hotel Baltimore to be a part of your award.

Sincerely,

Joseph R. Kane
General Manager

JRK/pp

Enclosure

Metropolitan Baltimore Council
AFL-CIO Unions

June 21, 1991

Ms. Diane D. Feaster
1039 Cameron Road
Baltimore, Maryland 21212

Dear Diane:

As promised, we have a "Special Night" planned for you and your son.

You will be picked up at your home by your chauffeured limousine at 3:00 p.m. on Saturday, July 13. At that time, you may want to take some pictures of you and your son in the limo .... really hamming it up!

After you are finished taking pictures, your chauffeur will drive you to the Omni Hotel, where you will check in at 3:45 p.m. You will be shown to your room and can unpack and make your dinner reservations for the Baltimore Grill, located at the Omni Hotel, for 7:45 p.m.

Having taken care of your dinner reservation, you need only to sit back and enjoy. Your limo is waiting to take you to the Aquarium, where they will be expecting you at the Members Only Entrance at 4:30 p.m. Give them your name and Project LEAP and you are on your way to exploring the mysteries of the sea. At 6:15 p.m. your limo will be parked outside to take you back to the hotel where you will have some time before dinner. If you would like more time at the Aquarium, we will explain later how you may arrange your schedule to do so.

After you have enjoyed a very pleasant dinner and are nice and relaxed, your driver will be waiting your instructions on where you would like to be taken next. To make that decision a little easier, you will be given $50 to spend any way your like. We have allowed an hour and 45 minutes for your ride, however, if you would like more time at the aquarium, as we mentioned, you can plan for it by taking a later dinner, leaving less time to be driven around.

You will be taken to Fells Point for your Schooner ride at 11:30 p.m. and at this time your limousine service will end, and a new adventure will begin.

On your Midnight Mystery Cruise, you and your son may think how it might have been sailing in these schooners when there were pirates on the seas and that if this ship is attacked how your son will save you. If nothing else enjoy the moon and wind in your hair. (Can you tell by my writing that I want to take a midnight cruise.) You will arrive back safe on shore at 2:00 a.m. You may want to take a taxi back to the hotel.

2701 W Patapsco Ave • Suite 110 • Baltimore, Maryland 21230 • Phone (301) 242-1300

The next morning, keeping with the special person you are, you may order from room service two "All American" breakfasts and be pampered with breakfast in bed.

Check out time is 12:00 noon and the only thing you will be responsible for are taxes, incidentals and any alcoholic beverages.

Diane, we hope you and your son will have a wonderful time to remember. If you have any questions or I can be of any help to you, please feel free to call me, 242-1300.

Sincerely,

Jean Wardenfelt
Peer Counselor
Project LEAP

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Metropolitan Baltimore Council
AFL-CIO Unions

June 5, 1991

Mr. Dion Guthrie, B.M.
Electrical Workers Local 1501
123 Chruch Lane
Cockeysville, Maryland 21030

Dear Brother ~~Guthrie~~ Dion:

On behalf of the Labor Education Achievement Program, a partnership of the Metropolitan Baltimore Council AFL-CIO Unions and the Maryland State Department of Education, I want to thank you for your donation commitment.

As per our conversation, Limos for Less' chauffeured limousine service is part of a special package we are putting together to be awarded to the Outstanding Student of the Year at a special recognition ceremony, to be held on June 10, 1991.

Project LEAP is a Workplace Literacy Program, which served over 800 working men and women last year. All will be given a certificate of participation and one student will be honored at the "Outstanding Student of the Year."

Limos for Less' contribution will be acknowledged in the program media notices, as well as announced by Mr. Rod Daniels, WBAL TV, who is the host of the Recognition Ceremony.

Once again, we thank you and Limos for Less for your support and feel free to call Jean Wardenfelt, 242-1300, if you have any questions.

Sincerely,

Ernest R. Grecco
President

ERG/bm
opeiu 2
afl-cio

Metropolitan Baltimore Council
AFL-CIO Unions

May 30, 1991

Mr. Carmen Papale, Co-Manager
ACTWU Regional Joint Board
1505 Eutaw Place
Baltimore, Maryland 21217

Dear Brother Papale: Carmen

On behalf of the Labor Education Achievement Program, a partnership of the Metropolitan Baltimore Council AFL-CIO Unions and the Maryland State Department of Education, I want to thank you for your donation commitment.

As per our conversation your $50 donation is part of a special package we are putting together to be awarded to the Outstanding Student of the Year at a special recognition ceremony, to be held on June 10, 1991.

Project LEAP is a Workplace Literacy Program, which served over 800 working men and women last year. All will be given a certificate of participation and one student will be honored at the "Outstanding Student of the Year."

Your contribution will be acknowledged in the program media notices, as well as announced by Mr. Rod Daniels, WBAL TV, who is the host of the Recognition Ceremony.

Once again, we thank you for your support and feel free to call Debra Brown Felser, 242-1300, if you have any questions.

Sincerely,

Ernie

Ernest R. Grecco
President

ERG/bm
opeiu 2
afl-cio

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2701 W. Patapsco Ave • Suite 110 • Baltimore, Maryland 21230 • Phone (301) 242-1300

Metropolitan Baltimore Council
AFL-CIO Unions

May 30, 1991

Mr. Glennard Middleton, Director
AFSCME Council 67
175 A Ostend Street
Baltimore, Maryland 21230

Dear Brother Middleton:

On behalf of the Labor Education Achievement Program, a partnership of the Metropolitan Baltimore Council AFL-CIO Unions and the Maryland State Department of Education, I want to thank you for your donation commitment.

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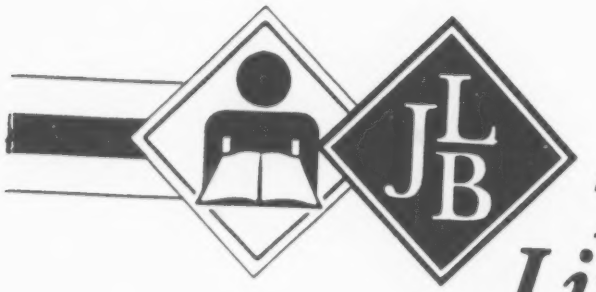
DISSEMINATION



The Literacy Exchange

April 25 - 26, 1991
Omni Inner Harbor Hotel
Baltimore, Maryland

The Literacy Exchange

Baltimore Reads, Inc.

Baltimore Reads, Inc. is a private non-profit organization working in tandem with The Baltimore City Literacy Corporation to help Mayor Kurt L. Schmoke make "Baltimore: The City That Reads". Baltimore Reads is working to expand city literacy services through building models for community-based literacy programs, work-site literacy programs and inter-generational literacy programs. For more information, please call Baltimore Reads, Inc. at 301-576-READ.

The Junior League of Baltimore, Inc.

The Junior League of Baltimore, Inc. is an organization of 800 women committed to promoting volunteerism and to improving the community through the effective action and leadership of trained volunteers. Its purpose is exclusively educational and charitable. For further information, please call The Junior League of Baltimore, Inc. at 301-467-0260 or write to: The Junior League of Baltimore, Inc., 4803 Roland Avenue, Baltimore, MD 21210

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The Literacy Exchange

Baltimore Reads, Inc./Baltimore City Literacy Corporation

Ms. Maggie G. Gaines
Executive Director

Ms. Diana Cecala
Director of Program Development

Mr. LeRoy J. Young, Jr.
Program Specialist

The Junior League of Baltimore 1990-1991

Ms. Barbara Johnson
President

Ms. Helene Hahn
Administrative Vice President/President-Elect for 1991-1992

Ms. Mary Dempsey
Community Vice-President

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1B. WORK-BASED EDUCATION: DIFFERENT MODELS - *Poe*

This panel discussion explains why work-based education is crucial today and looks closely at four local models of work-site programs. The panelists will discuss their literacy programs from both management and labor perspectives.

Brenda L. Bell, Director of Business Services, National Alliance of Business, Washington, D.C.

Dr. Paul Jurmo, Independent Consultant; former Senior Program Associate, Business Council for Effective Literacy, New York City.

Chuck Zimmerman, Director, Education and Training Services, Electronic Systems Group, Westinghouse, Baltimore Maryland.

Yvonne Moten, Human Resources Counselor, Employee Services Department, Baltimore Gas and Electric, Baltimore, Maryland.

Richard Salemi, Office of Personnel, General Motors, Baltimore Maryland.

Maureen Meehan, United Auto Workers of America, Training Coordinator, General Motors, Baltimore, Maryland.

Debra Brown-Felser, Assistant Director, Community Services, Metropolitan Baltimore AFL-CIO Unions.

The Literacy Exchange

1C. BUILDING ON BACKGROUND EXPERIENCE TO DEVELOP THINKING SKILLS ON THE JOB - *Calhoun*

This workshop will discuss how instruction based on work-site skill requirements both builds on experience and meets the needs of the learner. Problematic thinking patterns observed in some learners which affect their ability to understand new information and function effectively in the work-site will be examined. Models will be presented and participants will be given opportunities to practice analyzing thinking skills as they are applied on the job and to develop instructional strategies which develop metacognition, thinking and communication skills for the work-site.

Meg Keeley, Job and Curriculum Developer, DeLaSalle Vocational Center, Bensalem, Pennsylvania; Performance Plus Learning Consultants, Inc.

ANNUAL JSEC CONFERENCE

HOLIDAY INN
210 HOLIDAY COURT
ANNAPOLIS, MARYLAND
APRIL 19, 1991

AGENDA

THEME: "STRATEGIES FOR SURVIVAL IN HARD TIMES"

7:30 - Continental Breakfast
Registration

8:30 - General Session

Welcome	Jack Hix State JSEC Chair Tracor Applied Sciences, Inc.
"The Global Economy"	J. Randall Evans Secretary Department of Economic and Employment Development
"Global Competiveness"	Donald P. Hutchinson President Maryland Economic Growth Associates, Inc.

APPLYING CREATIVE STRATEGIES FOR SURVIVAL

CONCURRENT WORKSHOP SESSIONS

9:35 Workshop I - The Workforce and the Changing Economy

Kathleen Townsend
Director of Student Service Alliance
State Department of Education

Workshop II - Developing and Retraining Your Workforce

Herb Moore
Industrial Training Officer
Office of Employment Training
Department of Economic and Employment Development

Workshop III - Motivating Employees to Work Smarter

Leslie Wiley
Manager, Technical Assistance
Maryland Center for Quality and Productivity
University of Maryland

Workshop IV - Drug Free Workplace Initiative

Joann Levy
Drug-free Workplace Coordinator
Governor's Drug and Alcohol Abuse Commission

10:35 - Break

11:00 - Workshops Repeat

12:00 - Awards Luncheon — Darlene Carver, JSEC Vice Chair, Mistress of Ceremonies

Keynote Address — Emily DeRocco, Executive Director, Interstate Conference of Employment Security Agencies

Governor's Proclamation — Lt. Governor Melvin Steinberg

Awards Presentation

CONCURRENT WORKSHOP SESSIONS

1:45 - Workshop V - Remaining Competitive in the New Economy

Patti McManus
Broker
Alex Brown & Sons, Inc.

Gail Ryan
Operations Manager
Sparks Personnel Services

Workshop VI - Job Readiness and Workforce Literacy

Patricia Bennett
Section Chief
Adult Education
State Department of Education

Eric Bird
Coordinator
Project LEAP
State Department of Education

Workshop VII - Survival Through Leveraging Resources

Paulette Hall, Facilitator
Executive Director
Office of Employment Services
Department of Economic and
Employment Development

2:45 - Break

3:00 - Legislative Issues Panel Discussion

Panelists

Racquel Sanudo
Executive Director
Maryland Association of Counties

Stuart Yael Gordon
Director of Industrial Relations
Maryland Chamber of Commerce

Senator Laurence Levitan
Maryland State Senate

Congresswoman Helen Delich Bentley
United States Representative

Moderator

Charles O. Middlebrooks
Assistant Secretary
Department of Economic and
Employment Development

4:00 - JSEC Business Meeting

5:00 - Reception

Wednesday, October 31, 1990
Maritime Institute of Technology
and Graduate Studies
Baltimore, Maryland

Negotiation Issues 1991: A Crisis of Competence

Presented by:
The Baltimore Area Labor Management Committee
PLMA

In cooperation with:
U.S. Department of Labor
Metro Baltimore AFL-CIO
Federal Mediation and Conciliation Service
Council for Adult and Experiential Learning
Regional Manufacturing Institute
Maryland Chamber of Commerce
Maryland State and D.C. AFL-CIO

BEST COPY AVAILABLE

Featured Speakers

Keynote Speaker

Dr. Ray Marshall

Former U.S. Secretary of Labor and Co-Chairman of the Commission on the Skills of the American Workforce

Luncheon Speaker

Lynn R. Williams

President, United Steelworkers of America

Why Focus on Workplace Competence?

As American labor and management enter 1991, the key issues they face are more than wages and health care. A range of issues regarding competence in the workplace have emerged. There may be nothing that labor and management discuss which has more relevance than increasing the competency and competitiveness of workers and managers. Without basic skills, programs aimed at total quality are impossible to fully implement.

According to recent studies, one in four job applicants lacks the reading and math skills needed for jobs for which they apply. One in nine job applicants fail drug tests. People who are substance abusers cannot perform up to their full potential. People who are illiterate cannot be competent. People without basic skills cannot fully contribute to their company or union. This conference will address labor-management responses to these difficult issues.

October 31, 1990 Conference Program

Morning Session: 9:00 a.m.—Noon

Welcoming Remarks

David Fontaine, Executive Director, Baltimore Area Labor Management Committee

John Good, Managing Partner, PLMA

Molly Jones, Partner, PLMA

Break

Concurrent Workshops

- **How to Promote Literacy in the Workplace**

  Tony Sarmiento, Associate Director, Education Department, National AFL-CIO

  Debra Brown Felser, Director, Project LEAP, Baltimore AFL-CIO Community Services

- **Skills Based Worker Education Initiatives**

  Morris Keaton, President Emeritus, Council for Adult and Experiential Learning

  Richard Fluri, Vice President, Human Resources, Scott Paper Company

- **Results Sharing: Incentives for Increased Competence**

  Mike Dreisbach, Senior Associate, PLMA

  Bud Hersh, Director, Finance, Rohr Industries, Hagerstown, Maryland

Lunch

Luncheon Speaker:

Lynn R. Williams, President, United Steelworkers of America

Afternoon Session: 1:00 p.m.—4:30 p.m.

Concurrent Workshops

- **Skills Based Worker Education Initiatives**

  Gerry Voit, Council for Adult and Experiential Learning

  Jim Willer, V.P., Local 13000, Communication Workers of America

- **Effective Joint Responses to Commercial Drivers License**

  Don Hansen, V.P., Safety and Insurance, Preston Trucking Company

  John Clemens, President, Teamsters Local 557

- **Effective Low Cost Labor Management Responses to Substance Abuse**

  Dr. Robert Foreman, President, Rehab After Work

  Kevin Koch, Highway Engineer, City of Philadelphia

  Booker T. Rucker, AFSCME Local 403

Keynote Address

Dr. Ray Marshall, Former U.S. Secretary of Labor and Co-Chairman of the Commission on the Skills of the American Workforce

Closing Remarks

General Information

Conference Fees:

Single registration	$195	Regular
	$175	BALM Members

(includes all materials, breaks, and lunch)

For information or registration by phone call:

David Fontaine	BALM	(301) 525-1942
Molly Jones	PLMA	(703) 519-9363
John Good	PLMA	(215) 664-0555

Limited Registration

Because space is limited, registration will be limited to the first 210 paid registrants.

Cancellation/Substitution Policy:

If you are unable to attend the conference, you are encouraged to send a representative in your place. Please notify us in advance. After October 23, the conference fee will be non-refundable.

Hotel Information

A block of rooms are available.
Contact: Howard Van Kirk
Maritime Institute
(301) 859-5700

Registration Form

Name _____

Title _____

Organization _____

Address _____

_____

Telephone ( ) _____

Sign me up for the following working sessions:
(Please check one in a.m. session and one in p.m. session)

A.M. SESSION:

___ How to Promote Literacy in the Workplace
___ Joint Skills Based Worker Education
___ Results Sharing: Incentives for Competence

P.M. SESSION:

___ Responses to Commercial Drivers Licence
___ Labor Management Responses to Substance Abuse
___ Return to Learning in the Workplace

Mail registration form with check in the amount of $175/BALM members and $195/non-members, payable to PLMA.
Send to: Registrar, One Bala Plaza, Suite 321, Bala Cynwyd, PA 19004
Directions to the Maritime Institute will accompany registration confirmation. (Photocopy this form for additional registrations.)

This program is a joint presentation of PLMA and BALM and other co-sponsoring organizations. For more information on how we can help you forge a strategic Partnership contact PLMA or BALM.

About BALM

In 1987, the Baltimore Area Labor Management Committee was developed as a strategic partnership of labor and management leaders in the Baltimore area to enhance economic development, attract and retain jobs, and improve the quality of life at work for Baltimore area companies. **BALM** works through a structure of industry, issue and company labor-management committees to work on critical issues facing Baltimore including: health care cost containment, drug and alcohol abuse and worker education. International competition, changing technology and labor shortages require different approaches to solving problems. **BALM** is at the forefront of promoting joint approaches. **BALM** has advisors available to companies and unions who are considering or need assistance implementing a joint strategic approach to workplace issues.

Contact: David Fontaine (301) 525-1942

About PLMA

PLMA was formed in 1983 to provide training and consulting services to labor and management attempting to respond to changes in the world economy. **PLMA** conducts client assessments, training design and implementation, results sharing and mediation and a range of consulting services for clients across the country. **PLMA** is ready to work with unions and companies that want to institute change and solve problems through cooperative processes. Areas of focus are: strategic planning, collective bargaining, contract administration, labor management cooperation and employee involvement. PLMA are **BALM** approved advisors.

Contact: John Good, Molly Jones or Mike Dreisbach at (215) 664-0555

American Labor and Management Have A Choice

"Americans are unwittingly making a choice... most of us would not make were we aware of its consequences. Yet every day it is becoming more irreversible. It is a choice that undermines the American dream of economic opportunity for all....The choice that America faces is the choice between high skills and low wages. Gradually, silently we are choosing low wages."

From the report of the Commission on the Skills of the American Workforce

This conference will focus on the crisis of competence in the American workplace and on creative programs of labor and management to deal with literacy, substance abuse, commercial drivers license requirements, results sharing, and worker education.

BALM
Baltimore Area Labor Management Committee
3700 Koppers Street, Suite 100
Baltimore, MD 21227

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LITERACY WORKS

PROFESSIONAL DEVELOPMENT INSTITUTE

October 2-3, 1990

Sponsored by:

The Governor's Employment and Training Council

The Maryland State Department of Education

Division of Instruction
Adult and Community
Education Branch

Division of Vocational-Technical
Education
Program Development and
Operations Branch

PROFESSIONAL DEVELOPMENT INSTITUTE

WEDNESDAY, OCTOBER 3, 1990

7:30 - 8:30 **CONTINENTAL BREAKFAST** – *Concourse*

8:30 - 9:15 **GENERAL SESSION** – *Ballroom*

Presiding: *Patricia Bennett*,
Institute Co-Chair
REMARKS

Dr. James Callahan
Executive Director
Governor's Employment and Training Council

Yvonne Moten
Human Resource Counselor
Baltimore Gas & Electric
Literacy Committee Chair, State Advisory Committee for Adult and Community Services

Dr. Nicholas Hobar
Assistant State Superintendent
Maryland State Department of Education

SUCCESS FOR ALL STUDENTS AND ADULT LITERACY

Dr. Joseph Shilling
State Superintendent of Schools

9:15 - 12:00 **SESSION III - STRANDS** *(Concurrent Sessions)*

TECHNOLOGY STRAND – *Calvert A*

Facilitator: *Don LaFond*, MSDE

Topic: COMPUTERS: HOW TO EVALUATE AND SELECT SOFTWARE

Presenters: *Scott Burg*
University of Maryland

Demonstration Showcase

WORKPLACE LITERACY STRAND – *Calvert B*

Facilitator: *Ruth Pear*, MSDE

Topic: ISSUES FORUM: PERSPECTIVES ON WORKPLACE LITERACY

Moderator: *John Creighton*
Literacy Works Facilitator
Prince George's County

Panel: *Ernie Grecco*, President
Metropolitan Council of AFL-CIO Unions
Dexter Hess, Assistant Vice-President
Human Resources Training and Development,
U.S.F. & G.
Harley McKinnie, Personnel Administrator
EG&G Pressure Science
Tim Gary, Student
Kop-Flex

INSTRUCTION STRAND – *Calvert C*

Facilitator: *Jacqueline Brown-Baxter*, MSDE

Topic: READING: EFFECTIVE INSTRUCTIONAL STRATEGIES

Presenter: *Dr. Page Bristow*
Delaware Adult Community Education Network

PROGRAM MANAGEMENT STRAND – *Kent*

Facilitator: *Michelle Frazier*, MSDE

Topic: HOW TO RETAIN ADULT STUDENTS

Presenter: *Dr. Fran Tracy-Mumford*
State Director, Adult Education
Delaware

12:00 - 1:00 **LUNCH**

1:00 - 4:00 **SESSION IV - STRANDS** *(Concurrent Sessions)*

TECHNOLOGY STRAND – *Calvert A*

Facilitator: *Donald LaFond*, MSDE

Topic: HOW TO INTEGRATE COMPUTER ASSISTED INSTRUCTION IN ADULT EDUCATION PROGRAMS

Presenters: *Dr. Jose' Ortiz*
Laura Weidner
Anne Arundel Community College

WORKPLACE LITERACY STRAND – *Calvert B*

Facilitator: *Ruth Pear*, MSDE

Topic: CASE STUDIES AND MARYLAND PROGRAMS

Presenters: *Carroll Ruark*
Supervisor, Adult Basic Education
Montgomery County

Joseph Rose
Coordinator of ABE/GED
The Elkton Center for Adult Education
Cecil Community College

Lynne McIntyre
Coordinator of Adult Education
Queen Anne's County Board of Education

Judy Costa
LEAP Coordinator
Baltimore County Adult Education

INSTRUCTION STRAND – *Calvert C*

Facilitator: *Jacqueline Brown-Baxter*, MSDE

Topic: **ADULTS WITH SPECIAL LEARNING NEEDS: TEACHING LEARNING DISABLED STUDENTS**

Presiding: *William Langner*
U.S. Department of Education

Presenters: *Peggy Hayeslip*
Essex Community College

INTERGENERATIONAL/FAMILY LITERACY *(Special Session)* – *Kent*

Facilitator: *Michelle Frazier*, MSDE

Topic: **BREAKING THE CYCLE**

Presenters: *Linda Gaither*
Family Support Centers

Irona Pope
South & Southeast Intergenerational Program
Baltimore City

Howard Miller
Even Start
Prince George's County

Richard Ramsburg
Frederick County

4:00 - 5:00 **CLOSING SESSION** – *Ballroom*

Patricia Bennett, Co-Chair
Jacqueline Brown-Baxter, Co-Chair

FOLLOW-UP ACTIVITIES

INSTITUTE EVALUATION

(20pb2)

AGENDA

WEDNESDAY, OCTOBER 3, 1990

8:30 - 9:00 **GENERAL SESSION**

REMARKS

Dr. James Callahan
Executive Director
Governor's Employment and Training Council

Yvonne Moten
Human Resource Counselor
Baltimore Gas & Electric
Literacy Committee Chair, State Advisory Committee for Adult and Community Services

Dr. Nicholas Hobar
Assistant State Superintendent
Maryland State Department of Education

SUCCESS FOR ALL STUDENTS AND ADULT LITERACY

Dr. Joseph Shilling
State Superintendent of Schools

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University of Maryland

WORKPLACE LITERACY STRAND

Facilitator: *Patricia Bennett*, MSDE

Topic: ISSUES FORUM: PERSPECTIVES ON WORKPLACE LITERACY

Panel: *Ernie Grecco*, President
Metropolitan Council of AFL-CIO Unions
Dexter Hess, Assistant Vice-President
Human Resources Training and Development, U.S.F. & G.
Private Industry Council
Small Business
Learner

INSTRUCTION STRAND

Facilitator: *Jacqueline Brown-Baxter*, MSDE

Topic: READING: EFFECTIVE INSTRUCTIONAL STRATEGIES

Presenter: *Dr. Page Bristow*
Delaware Adult Community Education Network